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ABSTRACT

The Community Resource Volunteer Program, begun in the public elementary schools of Minneapolis in 1965, is designed for curriculum enrichment. Guidelines for initiation and administration of such a program are explained within the context of Minneapolis' experience. Additionally, questionnaires and summaries of questionnaire responses from teachers, administrative personnel, volunteers, and students evaluating the program are included. The report also discusses staffing and financing considerations. (JF)

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MINNEAPOLIS PUBLIC SCHOOLS

Special School District No. 1

Minneapolis, Minnesota 55413

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COMMUNITY RESOURCE VOLUNTEERS

PUBLICATIONS · 1971

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ED 081061

HOW TO

INITIATE AND ADMINISTER

A

COMMUNITY RESOURCE VOLUNTEER

PROGRAM

Minneapolis Public Schools
1971

EA 005 129

INTRODUCTION

Since the inception of the Community Resource Volunteer Program in the public elementary schools of Minneapolis in February of 1965, many requests have been received for information concerning the initiation and administration of the program. School systems throughout this country, Canada, Brazil, and Israel have obtained dissemination that has proven useful to them in establishing a similar program.

So that these requests can be responded to quickly and efficiently, this booklet has been prepared for distribution to any school system exhibiting interest in starting a community resource volunteer program of its own. As long as budget permits, copies will be provided without cost.

Samples of forms are incorporated into the body of the report rather than assembled in an appendix so that they are readily available in the order in which they were developed and used.

Copies of pamphlets, "Teachers' Guidelines for Using Community Resource Volunteers", "Guidelines for Community Resource Volunteers", "Community Participation Works", the CRV Newsletter, and graphs showing usage statistics will not be incorporated into the body of this booklet so that the most recent data, revisions, and issues can be provided for you.

The Community Resource Volunteer Program was designed for curriculum enrichment only and does not include the use of volunteer tutors or classroom aides. These programs are administered in other departments of the Minneapolis Public Schools.

Note: For your convenience, all form letters or other forms of communications are on goldenrod paper, all forms on pink, and everything that is contained in the CRV Guidebooks on green. For office purposes, however, different color coding is important. For example, teachers' evaluation forms for the program are on blue, principals' and consultants' on green, and volunteers' on pink. Each school system will need to develop its own form of color coding.

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PART I - INITIATION

LAYING THE GROUNDWORK

The first most important step to take in initiating such a program is to secure the support of administrative and teaching staff.[1] In Minneapolis, the initial promotion came from Dr. Rodney Tillman who was then Superintendent in Charge of Elementary Education. Dr. Tillman spoke with elementary school principals about a plan to investigate community potential to see if there were people who would be interested in serving, without pay, to enrich curriculum for elementary school boys and girls.

At the same time, an effort had to be made to determine whether or not teachers were interested in using this kind of service if it were found to be available. During the school year 1961-62, the Social Studies Textbook Committee had conducted a sampling of elementary teachers to determine what materials they were using in addition to textbooks. Of fifteen possibilities listed, one of the four least used at every grade level was "community speakers". When the questionnaire asked which of these media teachers would like to use more, "community speakers" moved to the top position in every grade level except grade two. Teachers indicated that they would use these speakers if there were a list of those available, if they could speak at the comprehension level of the class, and if it were not too time-consuming to make arrangements. Now, several years later, it seemed important to discover whether or not teachers still had this interest. A questionnaire was prepared to determine this, to discover for which units teachers were most interested in obtaining

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[1] In at least one school system, speakers were found and made available to teachers without determining their interest. Since the program appeared to be imposed from above, the teachers did not use the speakers.

enrichment, and to obtain information about parents in each school area who might be able to make a contribution to such a program. These questionnaires were distributed to every elementary school teacher in the Minneapolis Public Schools. Copies of the memo to principals and the teacher questionnaire follow.

M E M O R A N D U M

To: Elementary School Principals

From: Elementary Curriculum

Re: Resource for Teachers

At the Elementary Planning Committee meeting on January 16, Dr. Tillman mentioned the initiation of a project to provide an additional service to teachers - a file of resource persons available in the community.

This service is the outgrowth of a questionnaire distributed by the Social Studies Textbook Committee during the school year 1961-62. It was designed to explore the extent of use of materials, other than textbooks, in the teaching of social studies. Among the fifteen resources included, "resource persons" was one of the four least used at every grade level. But in answering the questions, "I could use this resource more if ....." "resource persons" was given top consideration in every grade but one.

The accompanying comments indicated that teachers would use resource persons more if there were an available listing of qualified persons. The project being initiated at the present time will explore the possibility of supplying such a listing, not only for social studies, but for all areas of the elementary curriculum.

In order that efforts can be concentrated in areas of recognized need, would you and your teachers please complete the attached information form? Copies are enclosed. If you, as a principal, have any interest in obtaining resource persons for all-school purposes, please include those requests with the others. We will appreciate your help as you and your teachers respond to both parts of the questionnaire:

Part I - What are your requests?
Part II - What suggestions do you have to offer?

BJR:mn
1-26-65

cc: Rodney Tillman

TO: All Elementary School Classroom Teachers

FROM: Elementary Curriculum

RE: Resource for Teachers

In the school year 1961-62, a questionnaire was distributed by the Social Studies Textbook Committee to a sampling of teachers at all grade levels. This questionnaire was designed to explore the use of materials, other than textbooks, in the teaching of social studies. Among fifteen resources included, "resource persons" was one of the four least used at every grade level. But in answering the question, "I would use this resource more if...", "resource persons" was given top consideration in every grade but one.

The accompanying comments indicated that teachers would use resource persons more if there were an available listing of qualified persons. A special project is now being initiated to provide this additional service to teachers. This project will be to explore resource possibilities in the community, not only for social studies, but for all areas of the elementary curriculum.

So that efforts can be concentrated in areas of greatest need, we are asking you to complete the attached form and return it to the Elementary Curriculum Office, c/o Betty Jane Reed, by February 15. Thank you for your assistance.

TEACHER INFORMATION FORM
Re: Resource Persons

PART I - CLASSROOM NEEDS

I would find it helpful in teaching _____

in grade _____, if a resource person were available who would _____

_____.

PART II - RESOURCE PERSONS

I know of a person who might be available as a resource person in the teaching

of _____, especially at

grade _____.

This person is _____.

She, or he, can be contacted at _____.

If you have a phone number, please include it. _____

(If you have more information than fits on this form, feel free to write on the back)

BJR:mn
1-26-65
cc Rodney Tillman

SEEKING COMMUNITY PARTICIPATION

After discovering from the teacher questionnaires that there was a definite desire to use the services of parents and others in the community, the next step was to locate potential volunteers.

First, the following questionnaire was printed and send home with every elementary school child in the Minneapolis public elementary schools. (After Federal funding was received in January 1967 and non-public schools joined the program, these questionnaires were sent to parochial homes also. At that time, item 5, concerning volunteer drivers, was added to the questionnaire because the need for this service had been discovered.)

The purpose of this questionnaire was threefold:

1. to alert parents to the program which was being initiated;
2. to recruit parents with backgrounds, experiences, skills, occupations, and hobbies who could make a worthwhile contribution to the program; and
3. to provide opportunity for parents to suggest other community members who had something valuable to offer but who, not having children in school, would not receive one of the questionnaires.

At the same time, letters were sent to presidents of all civic, service, and educational organizations in the area, explaining the proposed program and asking for the cooperation of their members. A copy of the parent questionnaire accompanied each letter to an organization president.

PARENT QUESTIONNAIRE

Minneapolis Schools

COMMUNITY PARTICIPATION PLAN

In February of 1965, the Elementary Curriculum Department of the Minneapolis Public Schools initiated a pilot project to discover what people were available in the school community who had something of value to offer to elementary school children.

People were sought with special interests, hobbies, travel experiences, occupations, etc. who were willing to volunteer their services occasionally during the school year (and during the urban summer program) to visit classrooms and share their knowledge and information with children and teachers.

Loose-leaf notebooks with information about these people have been prepared for the schools so that teachers can request the help they would like to have during specific units.

443 volunteers were discovered and have been part of this pilot study. Because of the success of the program, federal funds were sought under title III of the Elementary and Secondary Education Act of 1965. These funds were made available on January 15 of this year. Because of this funding, the program will now be available to parochial and secular private schools during the period of the federal grant.

The purpose of this questionnaire is to discover what additional volunteers might be available for this program — people who are interested in contributing to the education of elementary school children in Minneapolis.

If you return the questionnaire, you will be contacted concerning the amount of time you wish to contribute and your preference as to day of the week and the time of day.

Your name_____

Home_____

Address_____ Phone: Work _____

School District you live in_____

If you know of others who will not receive this questionnaire but who might be interested and have something to contribute, please list their names, addresses, phone numbers, and contribution.

_____

_____

PLEASE COMPLETE THIS QUESTIONNAIRE AND RETURN IT TO SCHOOL

OVER

QUESTIONNAIRE: COMMUNITY RESOURCES

1. Can you help enrich children's backgrounds in the study of other countries, or other sections of our own country, by sharing your experiences? If so, what countries, or sections of the U.S.?

   Do you have movies, slides, souvenirs from the places you visited?

2. Have you something to contribute that will help children appreciate the life of the past and contributions that pioneers, Indians, and other ethnic groups have made to our present-day culture? If so, please explain.

3. Are there any phases of your occupation that you could share with children? If so, what is your occupation? (i.e., dentist, scientist, meteorologist, artist, architect, etc.)

4. Have you a hobby or talent to share?

   singing_____ weaving_____

   folk dancing_____ spinning_____

   storytelling_____ poetry_____

   puppetry_____ playing an instrument_____
   (which one?)

   collections: e.g., science specimens (rocks, minerals, fossils, butterflies, etc.) miscellaneous collections (explain:)_____

5. If you have no special contribution, but would volunteer to furnish transportation for volunteers who do not drive, please check here.____

6. Have you other contributions that could enrich children's backgrounds as they study in any area of the elementary school curriculum?

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS PUBLIC SCHOOLS

SPECIAL SCHOOL DISTRICT NO. 1

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413

TELEPHONE:348-6152

Letter To Organization Presidents

The Elementary Curriculum Department of the Minneapolis Public Schools believes that the community contains a wealth of untapped resources that could serve to enrich the educational program of our schools.

A committee is at work, therefore, preparing a file of people who whould volunteer their services occasionally during the school year to visit classrooms and share their knowledge and information with children and teachers.

We have in mind people who could enrich children's backgrounds in the study of other countries, or other sections of our own country, by sharing their travel experiences, perhaps with movies, slides, and artifacts to accompany their talk; people who can help children gain a better understanding of our country's past and of the contributions made by pioneers, Indians, and other ethnic groups to the culture of today; people with occupations which might be of interest to the children and be related to units being studied; people with hobbies or talents they would be willing to share.

We would appreciate your cooperation in contacting members of your organization and sending us a list of people who are interested, their specific contributions, and their phone numbers, so that we might contact them for additional information regarding the amount of time they wish to donate, the day and hour most convenient, and to obtain additional information about their contributions.

Attached is a questionnaire that might prove helpful to you in soliciting such information from your members. You may reproduce it if you wish. Our limited budget does not permit our supplying copies for all of the members of the service organizations we are contacting.

Thank you for your assistance.

Sincerely,

BJR: mn
February,1965

(Miss) Betty Jane Reed

RECRUITING PROSPECTIVE VOLUNTEERS

When names and addresses were obtained from teacher questionnaires, parent questionnaires, and organizations, the letter on the next page was sent. Appropriate last paragraphs, mentioning the possible contribution of that individual, were added to each letter. Letters like this were also sent to people featured in newspaper articles who appeared to be likely prospects for the program. Also contacted were newspaper columnists, congressmen, senators, city council members, staff members of banks, radio and television stations, and others. (After additional staff was available, these form letters were discarded in favor of individual personal letters.) During the summer of 1969, individual letters were sent to approximately 300 industries in the community explaining the program and soliciting their involvement. If there had been sufficient staff to follow up these letters with personal contacts, it is probable that the response from industry would have been greater.

A local radio station provided free spot announcements for a period of several months at which time taped information about the CRV program was given and requests for specific contributions were made. Each tape indicated needs for volunteers in different curriculum areas. Both television and radio interviews were also provided on several stations. In addition to interviewing CRV staff for general information, several stations included follow-up programs with some of the volunteers. These offers of free publicity resulted from contacts with individuals at the stations who were being sought as volunteers. In one case the interviewer himself was recruited on the air and is still serving as a volunteer.

During the last few years of the program, many new volunteers have been obtained through the Volunteer Service Bureau, a United Fund agency. They have arranged with the Minneapolis Sunday Tribune to insert a "You Can Help" column in every Sunday paper. In this column, they indicate what type of volunteer help is needed by many different city agencies. As special needs arise for the CRV Program, a CRV paragraph is included. Responses to these requests have been, in most cases, surprisingly great in number and many new participants have been recruited in this manner.

Letter Sent To Prospective Participants

The Elementary Curriculum Department of the Minneapolis Public Schools has discovered that the community contains a wealth of untapped resources that could serve to enrich the educational program of our schools.

A committee has been at work since February 1965 preparing a file of people who volunteer their services occasionally during the school year to visit classrooms and share their knowledge and information with children and teachers.

We are discovering people who enrich children's backgrounds in the study of other countries, or other sections of our own country, by sharing their travel experiences, perhaps with movies, slides, and artifacts to accompany their talks; people who can help children gain a better understanding of our country's past and of contributions made by pioneers, Indians, and other ethnic groups to the culture of today; people with occupations which might be of interest to the children and be related to units being studied; people with hobbies or talents they would be willing to share.

This has been a most satisfactory program for all concerned, and we are wondering if you would like to be a participant.
(Here a paragraph was added appropriate to the specific person being contacted.)

As volunteers respond favorably to the request for their participation, each is sent a letter accompanied by a map showing school locations and a form for his convenience in keeping track of mileage for income tax purposes (see following pages).

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS PUBLIC SCHOOLS

SPECIAL SCHOOL DISTRICT NO. 1

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413
TELEPHONE: 348-6152

COMMUNITY RESOURCE VOLUNTEERS

Letter Sent To Each New Volunteer

We want to thank you for offering to serve as a resource volunteer in our classrooms. Over one thousand people are now participating and many community resources previously untapped are providing valuable enrichment to our school curriculum. We are pleased to add you to our list.

Each time you are scheduled in a classroom, you will receive, along with the slip confirming a speaking date, an evaluation form. If you can take time to answer the questions briefly, it will help us to make these experiences satisfying to you as well as educational for the children. It is not necessary that you return these slips if you have no comments or suggestions to make.

Enclosed with this letter is a map giving the location of our Minneapolis schools. We have been informed that you may deduct $.06 a mile from your income tax for school visits. Also deductible are bus fares, cab fares and parking fees. These are to be listed under "Contributions": Minneapolis Special School District #1. For your convenience we are sending a form on which you can keep a record of your mileage. If you need additional forms, please call 348-6152 and we will send them. (These are not to be returned to us, but are for your own records.)

May we ask that you always report to the office of the school in which you are speaking so that they know who is in the building and in which room. If the principal or clerk is not in the office at the time you arrive and you go to the classroom without seeing either of them, please have the teacher call the office to report your presence.

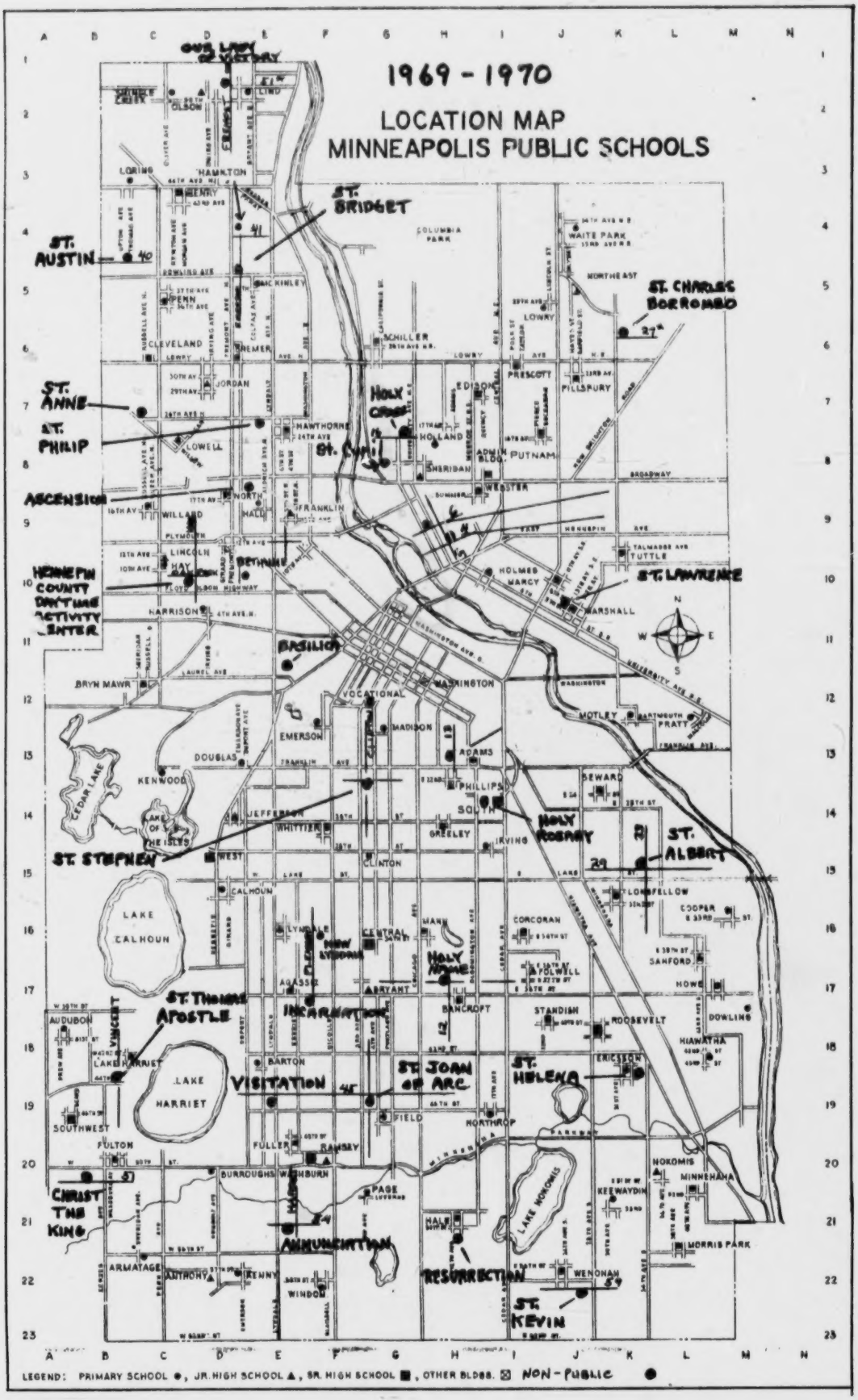
It will facilitate the keeping of our records and your schedules if all arrangements are made through this office. If a teacher calls you or speaks to you when you are in a building, expressing interest in your appearance in his classroom, please ask that the request be placed with this office. Sometimes requests are made months in advance, and when appearances are limited the early requests should be honored first.

Thank you again for volunteering to work with us. Your services are appreciated and we shall make good use of them.

Sincerely,

(Miss) Betty Jane Reed
Director

BJR:dh
Enclosures


1969 - 1970
LOCATION MAP
MINNEAPOLIS PUBLIC SCHOOLS
OUR LADY OF VICTORY
ST. BRIDGET
ST. AUSTIN
ST. CHARLES BORROMEO
ST. ANNE
ST. PHILIP
HOLY CROSS
ST. CYRIL
ASCENSION
HENNEPIN COUNTY DAYTIME ACTIVITY INTER
ST. LAWRENCE
BASILICA
ST. STEPHEN
HOLY ROSARY
ST. ALBERT
LAKE CALHOUN
LAKE HARRIET
ST. THOMAS APOSTLE
INCARNATION
VISITATION
ST. JOAN OF ARC
ST. HELENA
CHRIST THE KING
ANNUNCIATION
RESURRECTION
ST. KEVIN
LAKE NOKOMIS
LEGEND: PRIMARY SCHOOL ●, JR. HIGH SCHOOL ▲, SR. HIGH SCHOOL ■, OTHER BLDGS. ⊠ NON-PUBLIC ●

Automobile Mileage Report

(Prepared by the Minneapolis Public Schools for your record of visits to the schools as a community resource volunteer. This report is not to be returned to us; it is for your own records for income tax deductions.)
Call if you need additional sheets - 348-6152.

Date	From	To (Name of School)	Speedometer Reading Start	End	No. of Miles	Purpose of Trip

PART II - ADMINISTRATION
ESTABLISHING A CLEARINGHOUSE

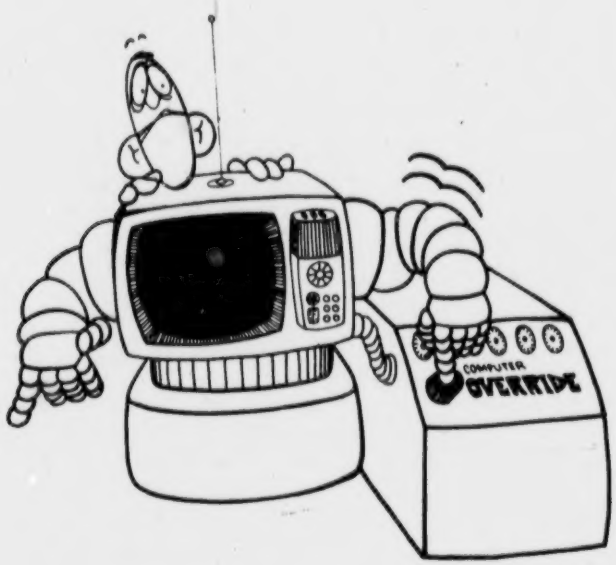
At the beginning of the program, it was anticipated that after community volunteers had been located, a card file would be placed in each school to be used by teachers for contacting volunteers. It was soon discovered, however, that most of the people who were willing to participate would do so only if there could be a central office from which contacts would be made. If available just twice a month, for example, volunteers did not want to receive calls from twenty teachers. Also, it was felt that teachers would soon become frustrated if they called only to learn that the person they wanted had already taken as many assignments as possible, had moved, or was no longer able to participate in the program. In addition, normal attrition indicated a need for continuing recruitment to replace those who had to withdraw their services and to fill the many teacher requests in areas for which no one was yet listed.

Clearly the program can succeed only if there is a central clearinghouse to administer all the details of recruiting, evaluating, preparing and supplying needed visuals and other materials, scheduling and handling problems that arise.

To facilitate the work of the office staff, a folder is prepared for every volunteer in which is placed a year's calendar with a full page for each month, a worksheet (sample follows) that is prepared at the time of his enrollment with the program, and all evaluations and communications concerning him. In addition, a participation sheet is prepared on which is recorded every visit he makes (see sample after worksheet).

At the beginning of the program, a kardex was made for each person and filed according to subject area. A regular kardex file did not prove practical for this because of frequent additions and deletions, so we just filed the cards in a plain file box according to subject area. A big concern, however, is that people with more than one contribution to make, and those who are not scheduled immediately on joining the program, get lost in the files. At the present time, a simple computer is being programmed to make it possible to put a master card in a slot, push a button, and have cards come out for every person available on a given subject, whether he has been approved or is new.

Also, recently instituted in the office is a file of addressograph labels for every volunteer so that we can save time when we have a bulk mailing. Labels are sent to another department for processing to save the expense of purchasing an addressograph machine.



Referred by_____ DATE_____

Response to_____

COMMUNITY RESOURCE VOLUNTEERS
VOLUNTEER APPLICATION

NAME_____
(last) (first) (husband's name)

ADDRESS_____
(street and number) (City) (Zip code)

TELEPHONE_____

OCCUPATION_____

EDUCATIONAL OR EXPERIENTIAL BACKGROUND_____

_____

CURRICULUM AREA	SPECIFIC UNIT	GRADE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

GROUP SIZE_____ TRANSPORTATION NEEDS_____

SPECIAL ARRANGEMENTS_____

_____

_____

TIME OF DAY PREFERRED_____ TIME REQUIRED_____

DAY(S) PREFERRED M. T. W. TH. F (circle) NUMBER OF TIMES PER YEAR_____

CONTRIBUTION:

ADDITIONAL INFORMATION OR SUGGESTIONS:

RECORD OF PARTICIPATION

Date	Grade	School	Teacher	Subject

GETTING VOLUNTEERS STARTED

It was orginally intended that prospective participants in the program be asked to present their material to a team consisting of a director of the CRV Program, an elementary principal, a classroom teacher, and the curriculum area consultant whose field was invclved. In the final analysis, however, it was decided that the only way to determine the ability of a volunteer to speak to the comprehension level of students, and to evaluate the effectiveness of his method and materials, was to see him functioning in a classroom situation.

As soon as a volunteer was ready, therefore, he was scheduled to go to a class where the teacher had indicated interest on the teacher questionnaire. In order to allow for creativity on the part of volunteers and for a wide variety of types of presentations, no specific guidelines were given prior to the first classroom visit.

In the beginning, the CRV Director attended the first presentation of each volunteer and every effort was made to involve the school principal and the curriculum area consultant as well. After the presentation, this group met with the volunteer to discuss any improvement they had to suggest. Sometimes the Community Resource Volunteer Office provided needed charts, slides, or other visuals that would improve the presentation. Vocabulary too difficult for the grade level was pointed out to volunteers at this time also.

If the original presentation was not satisfactory and could not readily be made so by utilizing the suggestions indicated above, the volunteer was not approved for the program. He was not automatically eliminated, however, unless his material was absolutely useless. Often

a few hours spent with him to prepare an outline, organize his material, or plan some visual materials were sufficient to assure his approval the second time he met with a class. (Out of over a thousand volunteers, just eleven have had to be rejected, and most of them were immediately aware of their own inadequacies and withdrew of their own accord.)

These same procedures are still followed, except that the evaluation and approval are handled almost exclusively by the CRV Director or a representative from this office and by the classroom teacher. The program has grown too large for principals and consultants to participate in every new evaluation.

PROVIDING GUIDEBOOKS FOR TEACHERS

In order to keep teachers informed about the contributions of volunteers, large loose-leaf CRV Guidebooks are available in each elementary school. An extra set is provided where there are twenty or more teachers, where a school has established an instructional materials center and requested an extra set, and where the use of the program is so extensive that the need for an additional set is recognized. At first just one book was needed; after six years there are now five large volumes to each set. At this writing, Volume I contains information concerning all participants in the areas of Art, Assemblies, Enrichment for Gifted, Health and Safety, and Holiday and Special Occasions; Volume II contains Language Arts, Mathematics, Music, Science; and Volumes III, IV and V contain various Social Studies areas. Sub-headings, and in some cases even further topic breakdowns, are provided to make it as easy as possible for teachers to locate information sheets for their units. Sheets of a different color are used for volunteers who restrict themselves to a certain area of the city.

During the Volunteer's classroom presentation, the CRV Director, or someone qualified to serve in this way, prepares an information sheet for inclusion in the Guidebooks (samples follow on pages 22, 23 and 24). Each summer these books are returned from the schools to the CRV Office, and a committee of teachers spends two weeks in August up-dating the books by removing obsolete sheets and inserting new ones. Originally this service was paid for, but it is now part of the professional growth program in Minneapolis and teachers who participate receive credits toward the next step on the salary scale.

Teachers scheduled to serve on this committee meet with their faculties in the spring to obtain answers to the following questions:

QUESTIONNAIRE TO BE COMPLETED BY
GUIDEBOOK COMMITTEE MEMBERS AND
THE FACULTIES IN THEIR SCHOOLS

1. Criticisms, comments, suggestions for improvement (please include grade level of the teachers making comments).

2. Areas where volunteer help is needed but not yet available (include grades requesting).

3. Names, addresses and possible contributions of new people teachers suggest we contact.

4. Television presentations teachers would like planned for the future (be sure to include grade levels making the requests).

In this way, feedback from schools is obtained and suggestions from teachers incorporated whenever possible. Guidebook Committee members return to their schools in the fall where they serve as CRV Representatives, advising and assisting other faculty members in the use of volunteers.

In the front of Volume I of each set of Guidebooks, pages were inserted identifying the purpose of the program, organization of information, suggested procedures, and some important guidelines. Copies of these, (samples on pages 25-30), were distributed to each teacher during the first full year of the program and are sent each fall to new teachers with a letter of welcome to the school system.

After the preparation of the pamphlet (enclosed with this booklet), entitled "Teachers' Guidelines for Using Community Resource Volunteers", copies of it were sent to each elementary school teacher in the school system at that time. Copies of these pamphlets are now sent to new teachers along with the introductory sheets and the new teacher letter (see page 31).

At the request of teachers, each volume has a Table of Contents which has to be up-dated each year and every major section in the Guidebooks contains a listing of types of presentations available in that area. These must also be up-dated each year. (Samples of these follow on pages 32 and 33.)

When information sheets have been duplicated and inserted in the Guidebooks, copies of their sheets are sent to the volunteers with a copy of the letter on page 34.

Following that letter is one which was sent to volunteers when a number of new schools were built. A new map was sent, and at the same time questions were answered and suggestions repeated. This letter is not sent yearly but will be used again when needed.

CURRICULUM AREA Language Arts GRADE LEVEL 5 and up

SPECIFIC UNIT Creative Writing

NAME OF RESOURCE PERSON Mrs. John (Judie) Mattison

OCCUPATION OR BACKGROUND Former Elementary Teacher

What The Volunteer Does:

Mrs. Mattison identifies herself as a poet and shows children the book she has written From a Woman's Heart, a poetry book for adults with a few poems she can share with children. She asks what the class can tell her about the book and lists their ideas on the board. Mrs. Mattison leads children to not only describe the book but to give their ideas or feelings about it. She helps them see the difference between an uninteresting sentence of fact and a sentence that includes information, impressions and experiences. She helps them use fewer words to describe an experience and helps them discover how to make ordinary sentences more interesting. She encourages children to look up meanings of unknown words and suggests they prepare a notebook to "save" words they like so that they can use them in stories some day. Mrs. Mattison helps the class discover that there are usually specific reasons for liking certain books and encourages children to think of some of their own ordinary experiences that might prove interesting to other people.

Children then begin their own writing. As paper is being passed, children close their eyes and put their heads down while Mrs. Mattison asks many questions that will guide their thinking in terms of the preceding discussion. Children are told that she is not concerned about spelling, complete sentences or rhyming - only ideas.

As children write, they raise their hands if they want to ask something. Mrs Mattison, the teacher and any adult present go to the desks to quietly answer questions. Before leaving, Mrs. Mattison suggests that the children finish their stories or poems, look them over in a day or two, make changes and then have the teacher mail them to her so she can read what they have written.

SIZE OF PARTICIPATING GROUP: One class only *

SPECIAL ARRANGEMENTS

Needs: 1. large amount of chalkboard space (3 board widths)
2. name cards on desks or on children

North, Northeast, Center City Schools

ADDITIONAL INFORMATION OR SUGGESTIONS:

* Mrs. Mattison will meet with 2 classes on one visit with a break between

TRANSPORTATION NEEDS:	NUMBER OF TIMES AVAILABLE:
None	Once a week
DAY AND TIME AVAILABLE: Thursday P.M.	APPROXIMATE LENGTH OF PRESENTATION One hour (to allow time for individual writing)

MAKE ARRANGEMENTS BY COMPLETING AND MAILING THE YELLOW REQUEST FORM TITLED "REQUEST FOR RESOURCE VOLUNTEER". ASK YOUR SCHOOL SECRETARY FOR THE FORMS. IF YOU HAVE ANY PROBLEMS, OR NEED ADDITIONAL INFORMATION, CALL 348-6152, THE COMMUNITY RESOURCE VOLUNTEER OFFICE.

APPROVED BY: Classroom Teacher, CRV Director

DATE APPROVED: 5-15-70

CURRICULUM AREA Science GRADE LEVEL 4-6

SPECIFIC UNIT Energy *

NAME OF RESOURCE PERSON Dr. Benjamin Bayman, Ph. D.

OCCUPATION OR BACKGROUND Nuclear Physicist, Research, University of Minnesota

WHAT THE VOLUNTEER DOES:

In a presentation of "Sources and Conservation of Energy," Dr. Bayman begins by discussing energy, immediately involving the children in the discussion. He lets the children use a Signal Corps generator to light a bulb, which demonstrates changing muscular energy into electrical energy through use of a generator, and electrical energy into light energy through use of a bulb or lamp. He then uses a battery-run flashlight to illustrate changing chemical energy into electrical energy into light energy through the lamp. A motor is used in another demonstration.

SIZE OF PARTICIPATING GROUP: One class only.

SPECIAL ARRANGEMENTS OR NEEDS:

1. chalkboard space
2. table for equipment
3. two children to help carry, in office ten minutes before presentation.

ADDITIONAL INFORMATION OR SUGGESTIONS:

* Grade 6 - 1. properties of matter related to energy
2. mechanical energy and simple machines
3. light and ultraviolet radiation
4. chemical energy

Grade 5 - 1. sources and conservation of energy
2. electrical energy
3. heat and infra-red radiation

Grade 4 - 1. magnetic energy

TRANSPORTATION NEEDS:
None

NUMBER OF TIMES AVAILABLE:
Open

DAY AND TIME AVAILABLE:
Depends on schedule

APPROXIMATE LENGTH OF PRESENTATION:
1 hour

MAKE ARRANGEMENTS BY COMPLETING AND MAILING THE YELLOW REQUEST FORM TITLED "REQUEST FOR RESOURCE VOLUNTEER". ASK YOUR SCHOOL SECRETARY FOR THE FORMS. IF YOU HAVE ANY PROBLEMS, OR NEED ADDITIONAL IFNRORMATION, CALL 348-6152, THE COMMUNITY RESOURCE VOLUNTEER OFFICE.

APPROVED BY: Summer Program Science Consultant, Classroom Teacher, CRV Director

DATE APPROVED: 7-22-66

CURRICULUM AREA Social Studies GRADE LEVEL 5

SPECIFIC United States - Urban Housing and Redevelopment

NAME OF RESOURCE PERSON Bob Dronen

OCCUPATION OR BACKGROUND Planner, Minneapolis Housing & Redevelopment Authority

WHAT THE VOLUNTEER DOES:

Dr. Dronen tells a bit about the agency for which he works. His slide series show substandard housing and conditions prevalent in decaying neighborhoods. Other problems of city planning, such as residential units next to heavy industrial areas, houses built too close together, and dilapidated homes which are still structurally sound, are shown and possible solutions discussed. Public housing projects are shown, which are replacements for severely substandard neighborhoods. Mr. Dronen points out that many times it is economic factors more than racial factors which determine having to live in a ghetto. He discusses several new programs in housing low economic group families. Questions are answered.

SIZE OF PARTICIPATING GROUP: One class or grade level

SPECIAL ARRANGEMENTS OR NEEDS:

1. screen, dark room extension cord
2. table for his projector
3. chalkboard space

ADDITIONAL INFORMATION OR SUGGESTIONS:
None

TRANSPORTATION NEEDS:
None

NUMBER OF TIMES AVAILABLE:
Once a month

DAY AND TIME AVAILABLE:
Tuesday, Wednesday, Thursday
Friday (P.M. preferred)

APPROXIMATE LENGTH OF PRESENTATION:
40 minutes

MAKE ARRANGEMENTS BY COMPLETING AND MAILING THE YELLOW REQUEST FORM TITLED "REQUEST FOR RESOURCE VOLUNTEER". ASK YOUR SCHOOL SECRETARY FOR THE FORMS. IF YOU HAVE ANY PROBLEMS, OR NEED ADDITIONAL INFORMATION, CALL 348-6152, THE COMMUNITY RESOURCE VOLUNTEER OFFICE.

APPROVED BY: Classroom Teacher, CRV Resource Teacher

DATE APPROVED: 3-11-69

PURPOSE

Minneapolis has a wealth of resources which can be used to enrich all areas of the curriculum. Some of these resources are utilized by classes taking field trips. There are, however, innumerable human resources that are just now being explored.

We know that some children learn better from visual resources, some from printed materials, some need auditory stimulation, etc. Since learning is more effective and meets the needs of all children if a variety of learning resources is available, it is important to provide this variety, including persons and concretes - both pictorial and graphic - as well as printed materials.

The Minneapolis schools do a satisfactory job of providing printed materials, audio-visuals, and field trips. Since February 1965, there has been a city-wide survey to discover human resources available to elementary classrooms.

The purpose of this Guidebook (the one to which these pages form an introduction) is to list names and information concerning individuals in Minneapolis and the surrounding communities who are willing to donate their time and talents to add a new dimension to the work of the classroom.

Parents and others with special interests, experiences, and backgrounds are often eager to share their information with the schools, so many opportunities exist to use human resources in most areas of the curriculum. In some areas of the curriculum, there is a significant lag between current developments and textbook content, a gap which community personnel can frequently fill. Bringing members of the community into the classroom is good for both the schools and the community.

ORGANIZATION OF INFORMATION

This Guidebook is prepared in loose-leaf form so that changes can easily be made when new names are to be added or information sheets changed. These loose-leaf books will be available in every elementary school.

Major categories are typed on yellow insert tabs, subgroups on white insert tabs, and additional breakdowns on red.

The books contain sheets of two different colors. Green sheets are used for volunteers who are available in all schools and pink sheets for volunteers who have restricted their contributions to schools in a geographic area (these sheets appear only in books for schools where such a resource person is available).

The sheets contain the following information:

Curriculum Area

Grade Level

Specific Unit

Name of Resource Person

Occupation or Background

What the Volunteer Does

Size of Participating Group

Special Arrangements

Additional Information or Suggestions

Transportation Needs

Number of Times Available

Day and Time Available

Approximate Length of Presentation

As new volunteers are used in classrooms and their contributions evaluated, additional information sheets will be prepared and added to the loose-leaf books.

SUGGESTED PROCEDURES

1. The Teacher is Aware of the Possible Areas of Contributing:

   The resource person may:

   ...contribute first-hand experience or information

   ...stimulate questions and observations

   ...clarify information and ideas

   ...present facts difficult to obtain

   ...enrich the classroom program and broaden the horizon of the children

2. The Teacher Plans for the Visit by:

   ...reading carefully to determine the contributions of each resource volunteer in the area of interest

   ...choosing the one who most nearly meets the needs of the class

   ...contacting the resource volunteer, after arrangements have been made, to discuss the kind of information that the class is interested in having presented (only when this is requested by the resource volunteer or desired by the classroom teacher)

3. The Teacher and Pupils Plan for the Visit by:

   considering questions, such as:

   ...Why are we inviting a resource person?

   ...What do we want to find out?

   ...How can we make a record of the information we receive?

   ...When should we ask questions and how can we remember the answers?

formulating plans, such as:

...How should the visitor be received?

...Who should introduce him and what should be included in the introduction?

...How can we make him feel at ease and comfortable?

...How should we act while he is talking?

...What should we remember about artifacts and materials he brings to show?

4. The Teacher and Pupils Plan Follow-up Activities:

...In early grades, a class-dictated letter might be sent to the resource volunteer expressing appreciation. In later grades, individual letters might be sent. These sincere expressions and comments of the writers are appreciated by the resource people and provide a functional purpose for letter-writing for the children.

...Shortly after the visit of the resource volunteer, a discussion of information gained would help the children retain these ideas.

...There are innumerable follow-up activities that would be appropriate for different types of resources. These need to be determined by each teacher and class in relation to the purpose of the unit and the resource visit.

Dear Mr. Wascoe,

We made a picture of the Star and Tribune. We used the words what, when, where, why, who, and how in a newsletter. We had to write a newsletter for the school. We told about your visit to our room. I liked your visit very, very much. I thought it was interesting. I liked the paper hats very much too.

Sincerely,
Julie Jensen
Grade 3
Minnehaha School

SOME IMPORTANT GUIDELINES

1. Arrangements for services of a volunteer are to be made through the Community Resource Volunteer Office and not directly with the person being requested.

2. Principals and secretaries and other personnel in the school office should be informed of the day and time visitors are expected so that volunteers are made to feel welcome when they arrive.

3. Volunteers are instructed to stop in the office before going to a classroom. If "hosts" meet visitors at the door, they should first take them to the office. It is always wise for principals and secretaries to be aware of visitors in the building and where they can be reached in emergencies.

4. Information sheets in the Community Resource Volunteer Guidebook list pertinent information. It is important to read this carefully and to have any requested equipment ready and in working order before the volunteer arrives.

5. Particular attention should be paid to "size of participating group." This has been determined by:

    a. Request of the volunteer - Some people have requested small groups because they are more comfortable speaking to small groups. If you ask them when they arrive if they would mind having another group included, many would not want to refuse but would not be happy about it. If this happened a few times, some volunteers might decide to withdraw from the program entirely.

    b. Decision of the evaluating committee - This is one of the decisions made by those who first evaluate the contributions of the volunteers. Some types of presentations lend themselves to large group participation; some are entirely ineffective if more than one class is present. It is important to follow suggestions on the information sheet.

6. If the information sheet suggests that the size of the participating group may be one grade level, be sure to decide how many children will be involved before arrangements are made. Some volunteers bring copies of material to distribute to the class. If they come anticipating 60 children and 120 are there, the children will be disappointed when there are not enough copies, and the volunteer will have a negative reaction to the change in arrangements. Some people who are available to either one class or one grade level plan different types of presentations for larger groups than for smaller. It is unfair in this respect to change the size of the group after arrangements have been made, and only the class listed on the confirmation sheet should be scheduled. If other classes are interested, check with the Community Resource Volunteer Office. Do not ask the visitor if another class may be added!

7. Attention should be paid to the grade level listed. There are volunteers whose contribution could be used to advantage in many grades. Since the time of the volunteer is limited, however, it is best to use him in the grade where a specific unit is being taught as part of the regular curriculum and where his services can be most valuable.

8. Most resource volunteers have had no training in teaching techniques. It is intended that they offer enrichment to the regular classroom curriculum, but they should not be expected to "teach."

9. The classroom teacher is, and should remain, in charge of the class. Any disciplining that should become necessary is the responsibility of the teacher, not the volunteer. If a "stretch break" seems advisable, the teacher should feel free to interrupt the speaker and make this suggestion. If the volunteer becomes so engrossed in his subject that he loses track of time, the teacher should suggest, at an appropriate time, that there are five minutes left, or say to the children, "We'll have time for just two more questions." All aspects of the visit should be controlled by the teacher.

10. Evaluation forms are important. Since the volunteers, as well as school personnel, are eager to make these contributions as valuable as possible, suggestions made on evaluation forms will be carefully read and applied when feasible.

11. When possible, arrangements should be made to provide coffee for volunteers. This courtesy, and the informal contacts made with principals and teachers during coffee time, help make the volunteers feel their contributions are helpful and appreciated.

12. Since most volunteers are working men and women who must make special arrangements with employers to be away from their work, teachers should try to avoid cancelling appointments after they have been made. On the other hand, because the work of these volunteers and requests of their employers must come first, it will occasionally be necessary for one of the volunteers to cancel an appearance on short notice. This is regrettable, but sometimes unavoidable.

13. We have a responsibility to keep names of volunteers confidential. Since volunteers listed in our books have agreed to donate their time and talents to enrich the program in the Minneapolis elementary schools, we should not supply names of volunteers to individuals in systems other than our own.

14. Any teacher who becomes aware of the contributions of community personnel not already included in the book should notify the Community Resource Office so that a contact can be made.

15. If speakers are needed in areas not included in the Guidebooks, send the request in anyway and we will try to locate someone for you.

16. Requests should be mailed three to four weeks prior to the time requested. Some people, such as dentists, need about six weeks notice.

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS PUBLIC SCHOOLS
SPECIAL SCHOOL DISTRICT NO. 1

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413
TELEPHONE: 348-6152

COMMUNITY RESOURCE VOLUNTEERS

M E M O R A N D U M

TO: New Elementary Teachers

FROM: Betty Jane Reed, Director

RE: Community Resource Volunteers

Our department would like to welcome you to your teaching position in the Minneapolis elementary schools. I would like to tell you briefly about a service we have which is unique to this school system. It is called Community Resource Volunteers. This department assumes the responsibility for finding people in the community who have something of value to offer to classrooms in the elementary schools. This may be in the form of enrichment or providing information that is not very easily obtained or in providing some medium of learning other than reading. Although the program was initiated by the public schools, parochial schools are able to participate by contributing a percentage of the cost equal to the percentage of service provided.

In each elementary school there are five large blue volumes containing information sheets about volunteers who have appeared in classrooms and several pages explaining the purpose of the program, organization of information in the books, and some suggested procedures and guidelines. We hope you will have time to become familiar with the books so that you can request volunteers. We are providing each teacher with a booklet, "Guidelines for Teachers Using Community Resource Volunteers". Your copy is with this letter. Also included is a copy of "Community Involvement Works", which will give you information about the program.

When you want to request a speaker for your class, ask your school secretary for the yellow sheet, "Request for Resource Volunteer', fill it out, and send it to the Community Resource Volunteer Office. When we have scheduled the volunteer's appearance, you will receive a typed confirmation from us with all the information you need.

Copies of the CRV Newsletter will be sent to each elementary teacher in Minneapolis. Sometimes it will contain a list of volunteers whose presentations have not yet been evaluated. In some cases they will be volunteers who have more than one presentation and may be in the Guidebook for something else. When we schedule these people for the first time, someone from this office attends their presentation to evaluate it and also to prepare an information sheet for inclusion in the blue Guidebooks when they are next brought up to date.

Each month you will receive a list of television and radio programs using Community Resource Volunteers. If the tapes are new, you will be asked for an evaluation.

We hope you will find these services valuable and we shall appreciate any suggestions you might want to make about resources not available that you would like us to find. If you have any questions about the program or wish further information, feel free to contact us at 348-6152. Again, best wishes for a successful year in the Minneapolis schools.

BJR:ch
9-1-70

Contents of Volume I

Purpose, Procedures and Guidelines

Information Sheets for Volunteers in:

- Art
- Assembly Suggestions
- Enrichment for Gifted
- Health and Safety
  - Body Growth and Development
  - Dental Health
  - First Aid
  - Grooming
  - Health Protection
  - Leisure Time - Hobbies
    - Animals
    - Birds
    - Gardening
    - Insects
    - Miscellaneous
    - Recreation and Youth Group
    - Rocks and Shells
  - Mental Health
  - Nutrition
  - Physical Education
  - Physical Fitness
  - Safety
- Holidays and Special Occasions

MINNEAPOLIS

City Government

- Aldermen
- City Jobs
- Mayor's Office

City Services

- Community Agencies
- Eye Glasses
- Fire Department
- Goodwill
- Health Protection
  - Dental Health
  - Drug Abuse
  - Health Habits
  - Hospital Care
  - Smoking
- Minneapolis Health Department
- Park and Recreation
- Police Department
- Post Office
- Red Cross
- Safety
- Water Supply

City Today, The

- Civic Pride
- Contributions & Influence of Racial, Ethnic & Religious Groups
- Goals & Responsibilities
- Goods and Services
- Human Relations
- Laws and Citizenship
- Problems of the Poor
- Treasure Hunt around Lake Harriet
- Social Problems

Comparison - Cities Around the World

Comparison - Cities in the United States

There are volunteers ready for this type of presentation. Since there were no requests last year these people were not evaluated.

Early Beginnings

- Folk Songs
- History of Fort Snelling
- Laura Ingalls Wilder
- Minneapolis Long Ago

Industry

- Bakery
- Banking
- Bottling
- Communications
  - Newspaper
  - Radio
  - Telephone
  - Television
- Commercial Art
- Dairy
- Department Store
- Florist
- Food
- Meat
- Soft Drink
- Transportation
  - Air
  - Rail
- Wheat

Problems and Changes

- Architecture
- Landlord and Tenant Relationships
- Magic of the Marsh
- Planning and Building a City
- Pollution
- Rat Control
- Urban Planning and Renewal
- Water Resources

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS PUBLIC SCHOOLS
SPECIAL SCHOOL DISTRICT NO. 1

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413
TELEPHONE: 348-6152

COMMUNITY RESOURCE VOLUNTEERS

M E M O R A N D U M

To: Community Resource Volunteers

From: Betty Jane Reed, Director

Re: Enclosed information sheet

As most of you know, each school has a set of Guidebooks for teachers to use to discover what volunteers are available for their classroom units.

Each summer, eighteen teachers from different schools spend two weeks in the CRV Office up-dating these Guidebooks. This year we inserted a sheet (or sheets) for you like the attached. For those of you who joined the program this year, these are new sheets; for you who are "old-timers", they are for new categories or contain new information not on the old sheets. In some cases, they represent a recent request to be limited to a certain area of town.

We thought it might be helpful to you if you had a copy of the information sheets teachers have read when they request you for their classes.

BJR:dh
8-18-69

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS PUBLIC SCHOOLS

SPECIAL SCHOOL DISTRICT NO. 1

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413

TELEPHONE: 348-6152

COMMUNITY RESOURCE VOLUNTEERS

This Letter is Sent Only When New School Locations Make it Necessary to Provide New Maps

We want to thank you again for offering to serve as a resource volunteer in our classrooms. Over one thousand people are now participating, and many community resources previously untapped are providing valuable enrichment to our school curriculum.

Some of you have asked about the pink evaluation form. It is not necessary that you return these slips if you have no comments or suggestions to make, but we would like to know when problems arise so that we can make these experiences satisfying to you as well as educational for the children.

Enclosed with this letter is a new map giving the location of all Minneapolis elementary schools. If you need additional mileage record sheets for income tax deduction, please call 348-6152, and we will send them. (These are not to be returned to us, but are for your own records.)

May we repeat our request that you always report to the office of the school in which you are speaking so that they know who is in the building and in which room. If the principal or clerk is not in the office at the time you arrive and you go to the classroom without seeing either of them, please have the teacher call the office to report your presence.

It will facilitate the keeping of our records and your schedules if all arrangements are made through this office. If a teacher calls you or speaks to you when you are in a building, expressing interest in your appearance in his classroom, please ask that a request be placed with this office. Sometimes requests are made months in advance, and when appearances are limited early requests should be honored first. Also, if it is necessary to change your date and you make this change directly with the teacher, please call our office to report the change. On occasion, we have sent a photographer to a school and the presentation had been changed without our knowing about it. Also, we sometimes have out-of-town visitors who want to see volunteers in action. It is not very good publicity for us if they arrive at a school and find that the volunteer is not there.

Thank you again for working with us. Your services are appreciated and we shall make good use of them.

Sincerely,

BJR:dh

PREPARING NEWSLETTERS

Because it is possible to bring the Guidebooks up-to-date just once a year (during the summer) there needs to be a way to let teachers know about newly approved volunteers in areas not already included in the Guidebooks. Frequently there are other important items of information that all teachers should receive. For this reason, the CRV Newsletter was conceived. It consists of four pages, with photographs and is printed on off-set by the Minneapolis Vocational High School.

During Federal funding, it was printed monthly. Since the reduction in budget and staff, following the end of this funding, it has not been possible to keep this schedule. During the 1970-71 school year three eight-page newsletters were prepared with the help of a volunteer. At the present time, a volunteer editor is being sought so that the monthly four-page Newsletter will again be a reality. A sample Newsletter is not incorporated in this booklet, but will be mailed with the booklet to those requesting information.

This has been a very popular feature of the program and requests for volunteers featured in each Newsletter are evidence of its use by teachers.

Volunteers receive copies only if they are mentioned on its pages. Frequently the CRV Office has been asked to send copies to volunteers but the budget will not permit the printing and mailing of the extra thousand that would be needed. Since the information is for teachers, this added expense cannot be justified.

There are many reasons, however, why it would be of value to prepare a special issue for volunteers only. This was done for the first time in the fall of 1971. If a volunteer editor is found, this will become a regular feature of the CRV Program. A copy of the latest volunteer newsletter will be enclosed with material sent with this booklet.

EVALUATING VOLUNTEERS

Evaluation forms are provided for teachers, principals, and curriculum consultants, and every effort made to secure their cooperation in evaluating the first presentation of a volunteer. A form was also prepared for the volunteer to provide an opportunity for him to make his own evaluation.

The original teachers' evaluation forms include such questions as: "How was this resource used in teaching the unit?" - "What preparation do you suggest to make the experience most meaningful?" - "What follow-up activities did you pursue?" These questions were included to encourage teachers to regard the volunteers as an integral part of an on-going unit and to avoid their use as a "time-filler" with no curriculum significance.

At the start of the program, teacher evaluation forms were sent only the first time a volunteer was scheduled. This was to avoid requiring too much teacher time, and also to keep the number received small enough so that they could all be read by the CRV Director. All evaluations were, and still are, carefully read and appropriate suggestions for improvement relayed to volunteers.

In September 1969, at the request of teachers on the summer Guidebook Committee, a simplified evaluation form was prepared. It was sent with every confirmation of a volunteer's visit because many teachers had expressed a wish to make comments even if the volunteers were not new to the program.

Both this simplified form and the original one used for first-time visits were discarded in the fall of 1970 and a new teacher evaluation sheet prepared which is now sent with every confirmation of a volunteer's presentation. Many helpful suggestions are received from teachers and most volunteers are not only pleased but eager to receive them.

Very few principals or consultants take an active part in evaluating volunteers now, as they have developed confidence in the ability of the CRV Department and the classroom teachers to do a satisfactory evaluation. Since September 1970, retired principals and teachers have been assisting with this original volunteer evaluation.*

*Note: See "Getting Volunteers Started", page 17 for detailed information concerning the first evaluation of new volunteer presentations.

Original Form Used for Teachers

EVALUATION OF COMMUNITY RESOURCE VOLUNTEER

School_____ Grade_____ Date_____

Resource person used_____

_____

No. of pupils participating_____ Recommended for others_____ _____
yes no

In what way(s) was this experience successful?_____

_____

_____

What improvements do you suggest?_____

_____

_____

How do you regard this resource for your purpose?

_____excellent _____very good _____good _____fair _____poor

How was this resource used in teaching the unit?

_____as an introduction and motivation
_____to present basic information _____ to demonstrate a skill
_____as a culmination or review _____ as supplementary information

_____

What preparation do you suggest to make the experience most meaningful?_____

_____

_____

What follow-up activities did you pursue?_____

_____

_____

MOM:BJR:rhs Teacher_____

Simplified Teacher Form Used in the 1969-70 School Year

Minneapolis Public Schools
Community Resource Volunteers

EVALUATION SHEET FOR TEACHERS

(Since this volunteer is not new, this evaluation sheet is provided for your use only if you wish to make suggestions that will improve this presentation in the future. It is not necessary that you return it if you have nothing to suggest.)

The following improvements are suggested:

Volunteer's Name_____

Subject Presented_____

Date of Presentation_____

Teacher_____

School_____ Grade_____

BJR:ds
9/3/69

New Teacher Evaluation Form Prepared in Fall of 1970

Community Resource Volunteers
Teacher Evaluation Form

Name of Volunteer _____ Subject _____

Teacher _____ Date _____ Your Grade _____

School _____

Number attending (check one) _____ one class _____ 2 classes _____ several classes _____ assembly

	Excellent	Good	Fair	Poor
Promptness				
Presentation of subject				
Knowledge of subject				
Communication with students				
Adjustment to situation				
Understanding or empathy for students				
Vocabulary for grade level*				
Children's rating of volunteer				

Would you recommend this presentation and request volunteer again next year?

_____ yes _____ no

Teacher's comments: (Please be specific)

*If vocabulary was too difficult, can you remember some of the words children couldn't understand? This information should be specific so volunteer can be informed. (Please list on the back of this paper.)

Please return immediately following the Volunteer's visit to the Community Resource Volunteer Office.

BJR:ds
6/17/71

EVALUATION OF SCHOOL EXPERIENCE
(This form is to be completed by the
Community Resource Volunteer)

School Visited _____

Grade _____ Date _____

Subject _____

Was this a satisfactory experience for you?

___ yes ___ no

If so, what helped to make it so? If not, why not?

_____

_____

_____

Were arrangements made by the Community Resource Volunteer Office satisfactory? _____

If not, how could they be improved? _____

What suggestions can you make for improving this experience for you or for the children? _____

_____

_____

_____

Name _____

Return to: Miss Betty Jane Reed, Project Director
807 N.E. Broadway, Minneapolis, Minnesota 55413

These evaluation forms are provided for volunteers every time they go to a classroom. Any problems the volunteers encounter and any questions or complaints are handled as quickly as possible.

COMMUNITY RESOURCE VOLUNTEERS

RESOURCE EVALUATION

(By Consultants, Principals, Resource Teacher)

School _____ Grade _____ Date _____

Resource Used _____

_____

Do you recommend this resource person for use in the elementary schools of Minneapolis?

1. I recommend him/her _____.
2. I do not recommend him/her _____ because _____

_____

_____

3. I would recommend him/her if the following adjustments, changes, adaptations, etc. were made:

_____

_____

_____

How would you rate this resource person for the grade level he worked in today?

_____excellent _____good _____fair _____poor _____useless

What were the strengths of the presentation?

What improvements can you suggest?

MOM:BJR:lm
5/10/66

Signed _____

(Use reverse side for additional comments)

COMMUNITY RESOURCE VOLUNTEERS

EVALUATION SHEET FOR EVALUATORS

The person evaluated _____

Subject _____

Grade _____ School _____ Date _____

Strengths of Presentation:

Suggestions for Improvement:

These suggestions were discussed with the volunteer _____ yes _____ no

The following material, equipment, etc. should be supplied for this volunteer by the CRV Office:

This person is approved as a CRV _____

I do not approve this volunteer _____

Signed _____

PROCESSING TEACHER REQUESTS

Each school has a pack of forms for teachers to use in sending in their requests. At first it was acceptable to phone for volunteers, but as the volume of requests increased, phones were needed for scheduling and could not be tied up by teachers. Now all requests must be submitted on the regular form, since even with four phone lines, it still is not feasible to accept phoned requests.

The request form reproduced here is the fourth one designed since the beginning of the program, each one incorporating improvements found to be helpful and necessary.

REQUEST FOR RESOURCE VOLUNTEER

School_____ Phone _____ Grade_____

Number of children: Boys_____ Girls_____ Number of classes_____

Date Requested _____ _____ _____
1st choice 2nd choice 3rd choice

Time of day(on any of above dates)_____or_____

Name of Volunteer requested_____

Subject Desired_____
(Please be specific. Some volunteers go out on many subjects.)

If necessary you may substitute_____ Do not substitute_____
check check

Days and times to avoid scheduling_____

_____

Please put specific information for volunteer on back of this request. Names of all teachers should be listed if more than one class is requesting.

Miss
Mrs.
Teacher(s)Mr._____

Minneapolis Public Schools
Community Resource Volunteers
807 Northeast Broadway 55413

SCHEDULING VOLUNTEER PRESENTATIONS

As teacher requests reach the office, they are dated and filed on the Director's desk according to the month in which the volunteer is desired. Requests are dated so that the first person to ask for a volunteer is the one to receive him if he is available only once during that particular month.

As soon as current requests have been handled, those for the next month are removed from the file and processed. Calendars are pulled from the volunteers' files, request forms clipped to them, and they are then stacked according to when the volunteer is wanted. The responsibility then belongs to the Educational Resource Clerk in the office to see that volunteers are contacted and schedules set. Because of the extent of the program in Minneapolis, it is necessary to use a large number of volunteer phoners to assist with this work. Sometimes these arrangements can be made with one phone call, but more frequently the volunteer cannot accept the request for any of the three dates given by the teacher so it is necessary to contact the school to see if another date is satisfactory. Since volunteers move about frequently, it is unusual to make contact on the first call. For this reason the job of scheduling is a very heavy one and extra help is needed to keep up with requests.

Large boards (old-time seating charts) are placed on a bulletin board. There are enough charts to hold six weeks at a time. As a volunteer is scheduled, a small card already bearing the school name is prepared with the time, name of volunteer, grade level, teacher, and date (the subject is also included if the volunteer has more than one). These are then placed in the appropriate date and time-of-day slots on the board to prevent the scheduling of more than one

volunteer for the same class at the same time. Cards with school names are made easily available to the schedulers by having a secretary or clerk type a ditto master with one school name repeated one-half inch apart across the page and two inches apart down the page. Each ditto master contains the name of just one school so that additional cards are easily obtainable when needed; since not all schools use the program with equal frequency, it would not be practical to put several schools on one master. The cards can then be run off on light weight cardboard and cut with a papercutter so a school name appears at the top of each card. A box of these, bound in rubber bands by school and arranged alphabetically, is kept by each phone; time is saved for the phoners who make them out, and they are easy to locate by school once posted on the chart. A sample appears below, approximately to size.

HALE	(SCHOOL)
10:30	TIME
Mrs. Conrad	VOLUNTEER
for gr. 4	GRADE
Miss Smith	TEACHER
"Fables"	(SUBJECT)
4-30	DATE

CONFIRMING ARRANGEMENTS

Once arrangements have been made, it is important to get final information to those involved. Confirmations, according to the sample form on the next page, are prepared and mailed approximately two weeks prior to the scheduled visit. If they are mailed further in advance, either the teacher or the volunteer is likely to forget the date; if they are mailed closer than this to the time of the visit, the mail is sometimes delayed and the teacher does not know a volunteer is coming until he has arrived. In order to prevent such a surprise, confirmation is also made by phone if the visit is scheduled within a week of mailing the typed confirmation.

Four copies are typed, using carbons: white for the teacher, goldenrod for the school principal, pink for the volunteer, and a green one to be kept on file in the CRV Office.

When a driver is needed from the corps of volunteer drivers taking part in the program, the phoner writes on the bottom of the request sheet, "Copy to driver: (name of driver). Pick-up time: (usually a half-hour before the volunteer is scheduled to be in the classroom)". This information is then included on the confirmation sheet and a copy sent to the driver also so that everyone involved knows there is a driver and who he is; then if there is need to cancel a presentation, the driver is not forgotten.

In the beginning, it was assumed that teachers would use the information sheets in the Guidebooks to learn what physical arrangements were necessary for different volunteers. It soon became apparent, however, that once he sent in a request the teacher did not return to the information sheet to obtain this information. Also, as volunteers become more experienced, some of them add to their presentations and their needs change accordingly. For this reason, a "needs sheet" is now attached to every confirmation sent so that all needed equipment, etc., can be ready when the volunteer arrives.

RESOURCE CONFIRMATION

To: _____ _____ _____
Teacher Grade No. of children

_____ _____ _____
School Address Phone No.

_____ _____
Person Subject

M T W Th F _____ _____
Date Time

NOTE: Please do not invite classes not listed here without clearing with the Community Resource Volunteer Office, Public School Administration Building.

SEE ATTACHED SHEET FOR SPECIAL ARRANGEMENTS

Will you please complete the evaluation sheet if one is attached. Include suggestions for improving this experience. Your comments help to determine the educational value of this activity and ways in which service to teachers might be improved.

Resource Confirmation sent _____
Volunteer's copy

318 (20M 12-68) Vocational School Print Shop

MINNEAPOLIS PUBLIC SCHOOLS
Community Resource Volunteers

Ron Cain

Needs:

1. table for his projector
2. table for his planetarium
3. screen, dark room, extension cord
4. chalkboard space
5. two children to carry (in office 10 minutes before presentation is scheduled to start)

Mrs. Juan Turner
Drugs

Needs:

1. children in group close to her, away from their desks (Kdgn., Gr. 1, 2)
2. name tags on children
3. a ride* Is to be picked up at 1523 Thomas North (529-1102) at _____.

*If you or your room mothers are unable to find someone to furnish transportation, call this office and we will try to help.

It was recently determined that volunteers needed parking instructions, as it becomes increasingly difficult to find parking space, so the following sheet is provided to the volunteer with each confirmation.

PARKING INSTRUCTIONS

School Audubon

Best place to park behind the building, entering the parking lot from Drew Avenue South

Is there an area for unloading heavy or large amounts of equipment? near Drew Avenue South entrance to the parking lot

The school office is on the 1st floor on the south side of the building. The entrance closest to the office is on 41st Street near the flag pole

The following notes are sent to teachers, principals, and volunteers when a volunteer is scheduled for the first time on any subject.

NOTE TO TEACHER

This contribution has not yet been evaluated. Someone representing the CRV Office will join you for this presentation, so please do not let the volunteer begin ahead of the scheduled time. It is important for us to see the entire session so that we can adequately prepare information sheets for the Guidebooks and made suggestions to the volunteer concerning this presentation and materials used.

If you are ready to start, check the school office to see if the volunteer slipped by without our knowledge. We sometimes sit in the office and wait when the volunteer is already in the room.

Betty Jane Reed

NOTE TO THE PRINCIPAL

This is a new volunteer (or a new presentation). Your attendance at the session and your evaluation will be appreciated.

Someone representing the CRV Office will also be present. Please remind the teacher to adhere to the scheduled time. If the volunteer arrives early, please explain that the presentation should not begin until we are present. It is impossible for us to be thorough in preparing information sheets, or to make suggestions to volunteers, if we miss part of their presentation.

Betty Jane Reed

NOTE TO VOLUNTEER

Since this is your first school appearance for us on this subject, someone from the Community Resource Volunteer Office will meet you in the school office and attend your presentation. The purpose of this visit is to meet you, to prepare an information sheet for distribution to teachers, and to offer any assistance you might need in preparing an outline or additional materials for future class visits.

Please do not start until someone from this office is present. It is impossible for us to fulfill our responsibilities if we miss part of the presentation.

Thank you,

Betty Jane Reed
CRV Director

ADDING TELEVISION AND RADIO PRESENTATIONS

An early expansion of the CRV program developed when we had numerous requests for speakers on Abraham Lincoln. There were just two volunteers who were available for these requests and everyone wanted them around February 12th. It was decided then to have a television tape made of these presentations so that they could be viewed by many children on educational television during the school day. Later, visiting authors of children's books were contacted to do television interviews without remuneration. When a spinner, the only one available, was leaving the city and moving to California, she was asked to do a tape so that her particular contribution would not be permanently lost to the children of Minneapolis.

Reactions to the use of volunteers on television encouraged the inclusion of budget requests for funds to tape and broadcast contributions of other volunteers: people requested more often than were available, those leaving the city or having to withdraw from the program because of increased work responsibilities, members of minority groups who were in great demand during Black History Week or American Indian Week, and others.

At this writing, 179 television tapes are in the CRV library and three or four are broadcast each week during the school year. Each year, at least twelve new tapes are prepared and teachers canvassed to determine which tapes should be discontinued and what new subjects they wish to have taped. Each time a new tape is broadcast, teachers are asked to complete a questionnaire (sample follows) to indicate how it was received in the classroom.

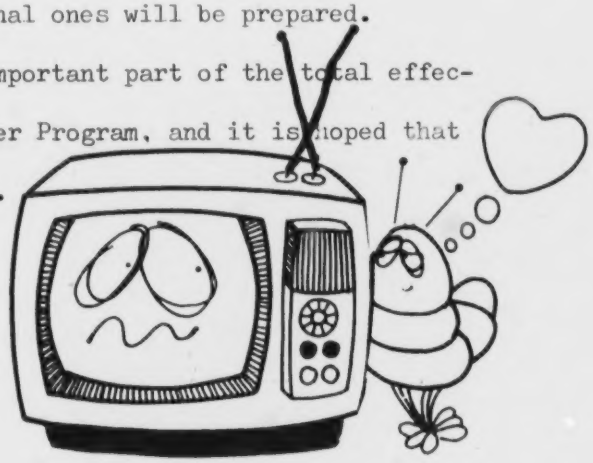
A definite effort has been made since the beginning of the CRV Program to include members of minority groups who are contributors to the life of the community. Many of them have also been used on television so that desirable human relations attitudes can become widespread. Some of the tapes deal

directly with the subject, such as three half-hour programs, for different grade levels, prepared for broadcasting on Martin Luther King's birthday. However, most television programs are designed to deal with human relations more indirectly by having a minority person tape part of his regular classroom presentation. As children learn from the material presented, they are also aware that this minority group member is an important contributor to society. An example is a black nurse who does a Kindergarten lesson on television called "Nurses Are Helpers".

The initiation in the Minneapolis elementary schools of ungraded programs, team teaching, and other innovative techniques has resulted in a request from teachers to have kinescopes made of T.V. tapes. Kinescopes are films that can be requested for classroom viewing on 16-mm film projectors. When these are available, classes unable to view television at the time of a particular broadcast can order the kinescope from the film library and show it at a convenient time. At this writing, there are eighteen CRV kinescopes available and additional ones will be added as funds permit.

Recently, the Minneapolis Public School system obtained its own radio station and the CRV Program will have one fifteen-minute time slot a week for the next school year. Volunteers whose presentations do not require visual materials are preparing radio tapes at this time, and a questionnaire similar to that used for television will be sent for teacher evaluation. If the radio tapes are well received, additional ones will be prepared.

The use of television has become an important part of the total effectiveness of the Community Resource Volunteer Program, and it is hoped that radio will become another important aspect.



1970-71
COMMUNITY RESOURCE VOLUNTEER:
TELEVISION QUESTIONNAIRE

(Please return to the Community Resource Volunteer Office)

LESSON _____ GRADE _____

VOLUNTEER _____

DATE OF BROADCAST _____ TIME _____

_____ I did not have my class watch this broadcast because:

_____

_____ We did watch this broadcast.

I would like it scheduled again next year. _____ yes _____ no _____ ?

The best month for scheduling this program is _____.

As it is now, it would be better for grade _____.

It should be redone whenever funds are available; I suggest the following improvements:

_____

_____

_____

_____

_____

If a kinescope of this tape were made, so that you could order it from Audio-Visual and run it as a film, would you request and use it?

_____ yes _____ no _____ ?

Comments: _____

_____

_____

_____

School _____

BJR:rhs
8/13/70

PROVIDING TEACHER INSERVICE

Faculty Meetings

Inservice meetings have been held for individual school faculties, or groups of faculties, on request. These consist of information about the history and purpose of the program, instructions for requesting volunteers, and guidelines for their use in the classroom. Slides of volunteers working with the children are organized in such a way that teachers see volunteers in all areas of the curriculum. These slides are obtained when the CRV Director or a representative attend the first presentation. Inservice meetings are helpful in promoting interest and encouraging the use of guidelines to make the CRV Program run more smoothly.

Summer Workshops

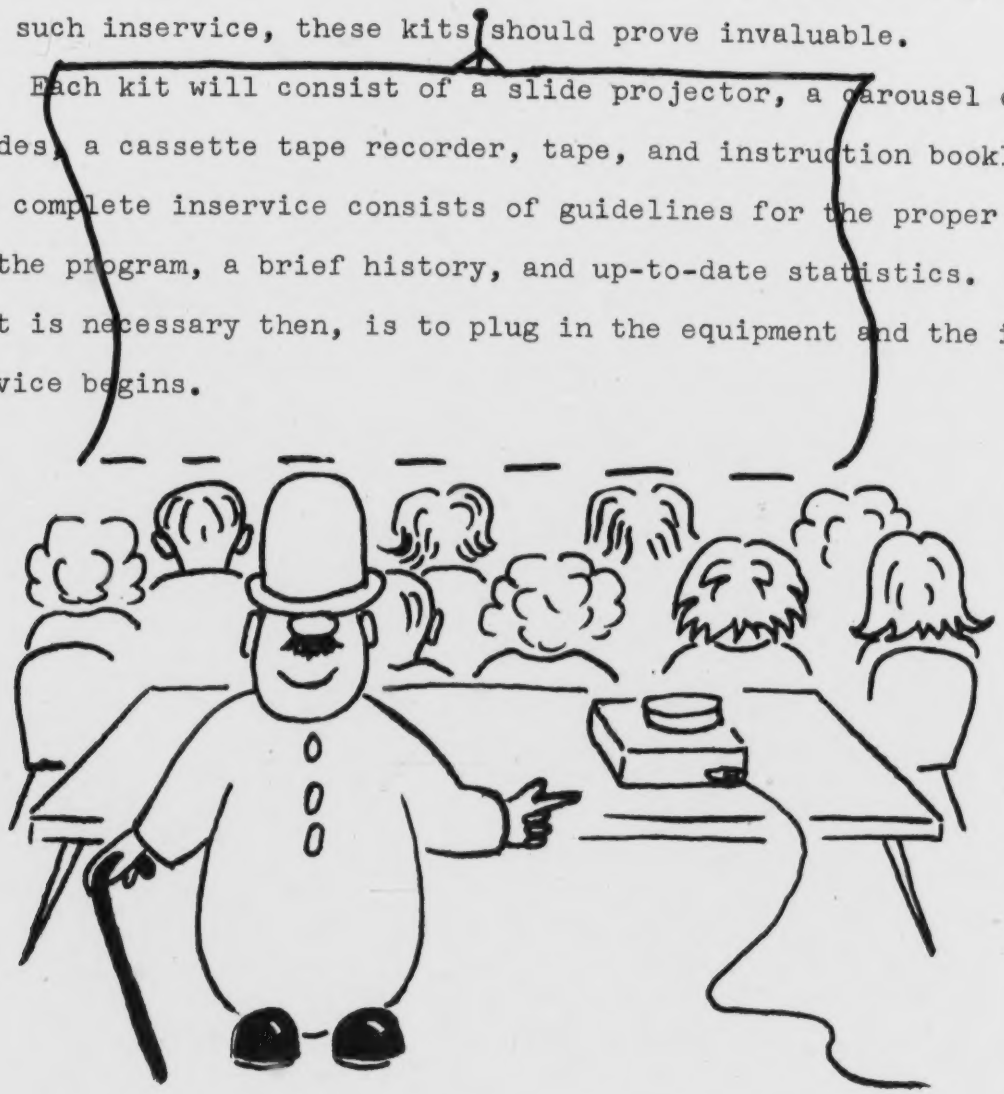
In the summer of 1969, the first week-long workshop was held to assist teachers interested in learning more about the Community Resource Volunteer Program and the people available for their grade level. Each succeeding year, two one-week workshops have been scheduled and interest in them continues to be high. In addition to the material included in the shorter faculty inservice meetings, the workshop participants observe sample volunteer presentations, see more slides of volunteers in action, and become acquainted (or better acquainted) with

The CRV Guidebooks. They are also asked to suggest improvements in CRV pamphlets so that revised editions can incorporate teachers' ideas. Workshop participants also have opportunity to prepare their own requests for the following year.

Information Kits

Currently being prepared are two identical one-hour sound-slide information kits. They are to be used for faculty inservice meetings. Since the CRV Director is unable to fill all requests for such inservice, these kits should prove invaluable.

Each kit will consist of a slide projector, a carousel of slides, a cassette tape recorder, tape, and instruction booklet. The complete inservice consists of guidelines for the proper use of the program, a brief history, and up-to-date statistics. All that is necessary then, is to plug in the equipment and the in-service begins.



TRAINING VOLUNTEERS

An important innovation in the program has been the training of volunteers. When there are many more requests in an area than available volunteers can possibly fill, an ad is placed in the Sunday paper "You Can Help" column mentioned previously, for people who have an interest in that particular area but lack the necessary background. These people are then trained by a competent instructor. Training courses have been held for (1) The History and Restoration of Fort Snelling, (2) Creative Dramatics, (3) Pioneer Candlemaking (two different training sessions, one last year and another this year), (4) Drawing to Music, (5) Understanding Art, (6) Reading and Storytelling (with puppets, flannelboards, storyboards storybook dolls, chalk, etc.)

You Can Help

Someone needs you. Following is a list of opportunities for service in the greater Minneapolis area, compiled by the Volunteer Service Bureau of the Community Health and Welfare Council, a United Fund agency. If you can volunteer in one of these unpaid positions, or in many others not listed here, please call the bureau, 333-6193.

Sewing teacher — for a group of low-income women who meet Monday evenings, 7 to 9 p.m. at a North Minneapolis school. They know how to use the machines and have made simple things, but now are ready for more advanced sewing.

Young men — Two 10-year-old, fatherless Indian boys are in need of male companionship. Both have many interests and one is particularly interested in music. If you could be a friend to either of these boys, seeing him once a week for the next few months, please call. Both live in the Chicago Av. and Lake Street area.

25
Minneapolis Tribune
Sun., April 25, 1971

Employment counselors — Men and women with experience in personnel work or related fields are needed to assist clients of the Domestic Relations Division of the Court. Volunteers teach the clients how to write up a resume, how to conduct themselves during a job interview, and help them develop confidence in their ability to seek an appropriate job.

Willing hands — Here is something you can do to promote friendship and understanding between individuals living in different countries. The work is simple (stuffing and addressing envelopes), but the cause is important. If you can give even two hours a week, you will enjoy working with other volunteers who share your interest in bridging the gap between people of different nationalities. Tuesday mornings.

'Winnie the Pooh' fans — to share your love of these stories with elementary school children. Puppets or stuffed animals are available, and you will be given help in how to use them to best advantage when you talk with the children about these delightful characters. Assignments will be arranged to suit your convenience.

All workshop instructors were specialists in the subject area and all served without pay with the exception of the one for creative dramatics; that training session came during the last year of Federal funding, and money was used to hire the extension instructor from the University of Minnesota. We are now in the process of forming a dramatics group, "The CRV Players", who will be ready by January to present a play weekly in the schools.

In addition, directors of several departments at the University of Minnesota, after meeting with a member of the CRV staff to develop an outline, assume responsibility for training a group of students each year so that they can serve as volunteers. For two years students have been available from the School of Veterinary Medicine to take animals to classrooms and discuss the care of pets. Last year the School of Forestry provided students with slides to discuss forestry and ecology. This year the School of Architecture will have student volunteers ready for us.

All of these training sessions have proved to be an important addition to the total program, and should be expanded to fill the growing number of requests from a faculty that is now totally committed to the thesis that community participation in the school program not only works but greatly enhances the total educational experience of boys and girls.

PART III - PROGRAM EVALUATION

SENDING QUESTIONNAIRES

In the spring of 1969, questionnaires were distributed to teachers, principals, consultants, and volunteers. A questionnaire designed to obtain student reactions to volunteer visits was also distributed to teachers to administer.

Copies of those questionnaires and summaries of the responses follow.

C O M M U N I T Y R E S O U R C E V O L U N T E E R P R O G R A M

Questionnaire to Classroom Teachers

Col. Nos.

(1) 1. My grade level is _____.

(2) 2. I have taught for _____ 0 - 5 (1) _____ 6 - 10 (2) _____ more than 10 (3) years.

(3) 3. I am in a center-city school. _____ yes (1) _____ no (2)

(4) 4. I have minority group children in my classroom. _____ yes (1) _____ no (2)

(5) 5. We have had assemblies presented by volunteers. _____ yes (1) _____ no (2)

(6) 6. I found the assemblies to be generally _____ worthwhile (1) _____ a waste of time (2)

(7) 7. I have used community resource volunteers in my room. _____ yes (1) no (2)

If No. 7 is answered "no", please indicate why not.

_____

_____

(8) 8. I have used volunteers approximately the following number of times:

_____ 1 - 5 (1) _____ 6 - 10 (2) _____ over 10 (3)

(9) 9. In general, the presentations were _____ very helpful (1) _____ helpful (2)

_____ useless (3)

(10) 10. In general, volunteers have presented information or experiences children get in no other way. often (1) sometimes (2) rarely (3) never (4)

11. These are the strengths of the program as I view it:

-
-
-
-
-
-

12. These are the weaknesses I have observed:

-
-
-
-
-
-

(11) 13. When Federal funds are no longer available to support the office staff and expenses, I believe the CRV program should be locally financed (1) discontinued (2)

(12) 14. If there should be a severe lack of local funds so that a cut back in expenses is necessary, I believe that the CRV program should be eliminated. yes (1) no (2)

15. Please make additional comments on the remainder of this page.

6/75 8/76 C/77 R/78 V/79 4/80

C O M M U N I T Y R E S O U R C E V O L U N T E E R P R O G R A M

Questionnaire to Directors, Consultants, Principals, Resource Teachers, and Helping Teachers

Col. Nos.

(1) 1. I have had an opportunity to observe volunteers in the schools.

yes(1) no(2)

(2) 2. I have seen approximately 1 - 5 (1) 6 - 10 (2) more than 10(3)

(3) 3. In general, the presentations I have seen have been very helpful (1) helpful (2) useless (3)

(4) 4. I feel that volunteers present information or experiences the children and/or teachers would have difficulty finding elsewhere.

often (1) sometimes (2) rarely (3) never (4)

(5) 5. I believe this program is an asset to the elementary school curriculum.

yes (1) no (2)

6. These are strengths of the program as I view it:

.
.
.
.
.

7. These are weaknesses that I have observed:

.
.
.
.
.

(6) 8. When Federal funds are no longer available to support the office staff and expenses, I believe the CRV program should be locally financed (1) discontinued (2)

(7) 9. If there should be a lack of local funds so that a cut-back in expenses is necessary, should the CRV program be eliminated? yes (1) no (2)

10. Please use the reverse side of this questionnaire for additional comments.

6/75 8/76 C/77 R/78 V/79 2/80

C O M M U N I T Y R E S O U R C E V O L U N T E E R P R O G R A M

Important Questionnaire for Volunteers

The time has come for a decision to be made concerning local funding of the Community Resource Volunteer Project when Federal funding ends in January 1970. Since the 1970 budget is now being planned, the time to do something is now!

Questionnaires are being sent to administrative personnel, classroom teachers, and volunteers, from which statistical data is to be prepared in an effort to determine the value of this program in our schools.

Will you please complete this short questionnaire and return it as soon as possible? We would like to have them all in by December 18 so that they can be tabulated during the winter recess. Your cooperation will be appreciated.

Col.
Nos.

(1) 1. I have been a volunteer in this program for _____ less than a year (1)

_____ over a year (2)

(2) 2. I have been to schools _____ 1 - 5 (1) _____ 6 - 10 (2) _____ more than 10 times (3)

3. I participate because (more than one may be checked if desired)

(3) _____ I enjoy it.

(4) _____ I feel I should contribute as I am able.

(5) _____ I believe I have something worthwhile to offer.

_____

_____

4. Since I have been a volunteer (more than one may be checked if desired)

(6) _____ I feel more involved in the educational program.

(7) _____ I understand better the aims and problems of the schools.

(8) _____ There is no change in my attitude toward education.

_____

_____

(9) 5. From the reactions of the classes, I usually feel that my presentation has provided information or experiences the children would not otherwise have had. _____ yes (1) _____ no (2)

Col. Nos.

(10) 6. The acceptance of my presentation on the part of children is generally

_____ good (1) _____ satisfactory (2) _____ poor (3)

(11) 7. Teachers have generally made me feel comfortable in the classroom.

_____ yes (1) _____ no (2)

(12) 8. The cooperation of all school personnel has been _____ good (1)

_____ fair (2) _____ poor (3)

(13) 9. The scheduling and planning by the Community Resource Volunteer Office has been _____ good (1) _____ fair (2) _____ poor (3)

(14) 10. I believe the Community Resource Volunteer Program is an asset to the schools. _____ yes (1) _____ no (2)

(15) 11. After Federal funds are no longer available to support the office staff and expenses, I believe the program should be _____ locally financed (1)

_____ discontinued (2)

12. Please use the rest of this page for additional comments.

$\frac{6}{75}$ $\frac{8}{76}$ $\frac{C}{77}$ $\frac{R}{78}$ $\frac{V}{79}$ $\frac{3}{80}$

C O M M U N I T Y R E S O U R C E V O L U N T E E R P R O G R A M

Questionnaire to Volunteer Drivers

The time has come for a decision to be made concerning local funding of the Community Resource Volunteer Project when Federal funding ends in January 1970. Since the 1970 budget is now being planned, the time to do something is now.

Questionnaires are being sent to administrative personnel, classroom teachers, and volunteers, from which statistical data is to be prepared in an effort to determine the value of this program in our schools.

Will you please complete this short questionnaire and return it as soon as possible? We would like to have them all in by December 18 so that they can be tabulated during the winter recess. Your cooperation will be appreciated.

Col. Nos.

(1) 1. I have been a volunteer driver for _____ less than a year (1) _____ over a year (2)

(2) 2. When driving volunteers to schools, I usually go in with them and watch their presentations. _____ yes (1) _____ no (2)

(3) 3. In general the presentations I have seen appear to be _____ very good (1) _____ good (2) _____ useless (3)

(4) 4. From my experience I believe the Community Resource Volunteer Program is valuable to the schools. _____ yes (1) _____ no (2)

(5) 5. When Federal funds are no longer available to support the office staff and expenses, I believe the program should be _____ locally financed (1) _____ discontinued (2)

6. Please use the rest of this page for additional comments.

Minneapolis Public Schools
Community Resource Volunteers

M E M O R A N D U M

To: Classroom Teachers

From: Betty Jane Reed, Project Director

Re: Attached Questionnaire

You will recall that last spring questionnaires were sent to all classroom teachers, administrators, and volunteers so that we might have evaluation material to back up our request for local funding when Federal funds end. This information is also required in Washington at the close of a three-year Federal project. In addition to evaluations from teachers, principals, consultants, and volunteers taking part in the program, it is desirable to have some idea of what the children think. For this reason we are asking you to take a little time to obtain a bit of information for us.

This survey may be made between now and the first of December. We will not be able to use any questionnaires returned after that date since the objective answers must be machine-scored and the subjective ones tabulated by the first of the year.

Thank you very much for any help you give us in obtaining this information.

BJR:ch
9-16-69

C O M M U N I T Y R E S O U R C E V O L U N T E E R P R O G R A M

What Do The Children Think of Community Volunteers?

Note to Teachers: Will you please explain to the children that we are trying to decide whether scheduling people to go to classrooms and assemblies is of value to the children. It is, therefore, important that they answer the questions truthfully. The first three are for teachers to answer.

Col. Nos.

(1) 1. The grade level of this class is

K(0) 1(1) 2(2) 3(3) 4(4) 5(5) 6(6)

Spec.(7) Hearing or Sight Impaired(8)

(if a combination, check the grade with largest enrollment)

(2) 2. The school is a center-city school. yes(1) no(2)

(3) 3. There are minority children in the class yes(1) no(2)

(4) 1-5(1) 6-10(2) over 10(3)

4. How many children in this room have been in classes where volunteers (explain who volunteers are) have talked? (You may not have had volunteers yet this year, but some children will have been in classes other years where people were used.)

(5) 0-10(1) 11-20(2) 21-30(3) more(4)

5. How many like having volunteers?

(6) 0-10(1) 11-20(2) 21-30(3) more(4)

6. How many do not like having them?

(7) 0-10(1) 11-20(2) 21-30(3) more(4)

7. Instruction: Direct the following questions only to those who <u>do</u> like having volunteers. (An easy way to keep track would be to have the "dos" sit on one side of the room and the "don'ts" in a different place). Children may raise their hands for more than one response but only those who <u>do</u> like volunteers should respond to these questions.

I like volunteers to come to school because (check the appropriate grouping for each)

(8)	0-10(1)	11-20(2)	21-30(3)	over(4)	They show and tell interesting things.
(9)	0-10(1)	11-20(2)	21-30(3)	over(4)	They tell me things I couldn't find in books.
(10)	0-10(1)	11-20(2)	21-30(3)	over(4)	I became more interested in what we were studying after the volunteers talked.
(11)	0-10(1)	11-20(2)	21-30(3)	over(4)	It made me feel important when they came to our room.
(12)	0-10(1)	11-20(2)	21-30(3)	over(4)	I learned about people of a different color.
(13)	0-10(1)	11-20(2)	21-30(3)	over(4)	I learned about people from a different country.
(14)	0-10(1)	11-20(2)	21-30(3)	over(4)	They made what we were studying easier to understand.
(15)	0-10(1)	11-20(2)	21-30(3)	over(4)	I didn't have to do any work when they were here.

Ask children if there are other reasons they <u>like</u> volunteers. List other reasons they give and the number who agree.

Number	
Number	
Number	

8. Instructions: Direct these questions only to those who <u>do not</u> like having volunteers. (Please see that only those counted in No. 6 respond to this.)

I do not like volunteers to come to school because:

(16)	0-10(1)	11-20(2)	21-30(3)	over(4)	They use words I can't understand.
(17)	0-10(1)	11-20(2)	21-30(3)	over(4)	They talk too long.
(18)	0-10(1)	11-20(2)	21-30(3)	over(4)	I can't hear what they say.

(19) _____ _____ _____ _____ I already know what they told us.
0-10(1) 11-20(2) 21-30(3) over(4)

(20) _____ _____ _____ _____ They were boring.
0-10(1) 11-20(2) 21-30(3) over(4)

Ask children if there are other reasons they don't like volunteers. List other reasons they give and the number who agree.

_____ _____
Number

_____ _____
Number

_____ _____
Number

9. How many children want the office to continue to arrange for volunteers to go to schools?

(21) _____ _____ _____ _____
0-10(1) 11-20(2) 21-30(3) more(4)

10. How many do not want volunteers to talk with them?

(22) _____ _____ _____ _____
0-10(1) 11-20(2) 21-30(3) more(4)

11. If children make any interesting comments you wish to share, please put them on the back of this sheet.

BJR:ch
9-16-69

SUMMARY OF RESPONSES TO QUESTIONNAIRE CONCERNING

THE COMMUNITY RESOURCE VOLUNTEER PROGRAM

Completed by Directors, Consultants, Principals
Resource Teachers, and Helping Teachers

Number of Questionnaires: 162 . Number of Questionnaires returned: 93 .
Percentage returned: 57% .

1. I have had an opportunity to observe volunteers in the schools.

80 yes 13 no

2. I have seen approximately 37 (1-5) 18 (6-10) 25 (more than 10)

3. In general, the presentations I have seen have been 56 very helpful

23 helpful 0 useless

4. I feel that volunteers present information or experiences the children and/or teachers would have difficulty finding elsewhere.

64 often 18 sometimes 2 rarely 0 never

5. I believe this program is an asset to the elementary school curriculum.

86 yes 1 no

6. These are the strengths of the program as I view it.
(See pages 77-80)

7. These are the weaknesses I have observed.
(See pages 81-84)

8. When Federal funds are no longer available to support the office staff and expenses, I believe the CRV program should be

75 locally financed 5 discontinued 5 qualified response **

9. If there should be a lack of local funds so that a cutback in expenses is necessary, should the CRV program be eliminated?

12 yes 50 no 22 qualified response **

** Major qualification mentioned was - "There are many good programs. Priorities must be listed before decisions can be made about elimination."

GENERAL COMMENTS

Submitted by Directors, Consultants, Principals, Resource Teachers, and Helping Teachers

1. I do hope funds will continue to be made available - very worthwhile program.

2. The CRV is one of the smoothest running federally funded school projects now available. Its organization, involvement of school and community personnel, and the dignity afforded by and to all concerned with the program prove its worth. Private schools have benefited by this program as well as sharing in its development.

3. Our school has not made extensive use of the program, but the few who have come have been highly praised by the teachers.

4. Congratulations to Betty Jane Reed and her staff for performing a service to children who will long remember these experiences.

5. This is one of the best learning resources available at an extremely modest expense. The fact that it involves people-to-people instead of people-to-machine makes it more valuable.

6. The CRV program has been a boon to our television lessons. Both programs have prospered because of it.

7. Should be continued and expanded to extend the horizons beyond the local community.

8. The CRV program and the Elementary Music Demonstration Center are two programs that should never be eliminated.

9. Have heard mostly negative reports about the program so far. Should spend funds on strengthening a strong school program before spending money on a supplementary service.

10. How can we comment without knowing the expense involved?

11. This is one of the best things to come out of Federal funds. I'd rather give up the Extended Day program than this one.

12. Need more art and music volunteers.

13. If there would be a cut in funding, you could eliminate the T.V. programs, bulletins, notices, questionnaires, etc., this should conserve some unnecessary expenses.

14. There are enough people in the community who are involved that would not permit this program to be dropped. Pressure from the public would produce the necessary funds to finance the program.

SUMMARY OF RESPONSES TO QUESTIONNAIRE CONCERNING

THE COMMUNITY RESOURCE VOLUNTEER PROGRAM

Minneapolis Elementary Schools

Completed by Classroom Teachers

PUBLIC SCHOOLS

Number of Questionnaires sent 1332 Number of Questionnaires returned 633
Percentage returned 48%

1. I have taught for 217 (0-5) 104 (6-10) 312 (more - 10) years.

2. I am in a center city school. 222 (yes) 391 (no)

3. I have minority group children in my classroom. 329 (yes) 298 (no)

4. We have had assemblies presented by volunteers. 440 (yes) 169 (no)

5. I found assemblies to be generally 434 (worthwhile) 6 (a waste of time)

6. I have used community resource volunteers in my room 480 (yes) 146 (no)

7. I have used volunteers about the following number of times:
329 (0-5) 136 (6-10) 94 (over 10)

8. In general, the presentations were 343 (very helpful) 163 (helpful) 2 (useless)

9. In general, volunteers have presented information or experiences children get in no other way. 361 (often) 138 (sometimes) 13 (rarely) 0 (never)

10. These are the strengths of the program as I view it;
(Listed on following pages.)

11. These are the weaknesses I have observed:
(Listed on following pages.)

12. When Federal funds are no longer available to support the office staff and expenses, I believe that the CRV program should be
474 (locally financed) 36 (discontinued)

13. If there should be a severe lack of local funds so that a cutback in expenses is necessary, I believe that the CRV program should be eliminated. 192 yes 318 no

14. Additional comments:

	Number
- The CRV program is certainly worthwhile as are many programs which are supported by public donation and subscription. It is, by far, the most useful, most refreshing aid given to teachers. The most imaginative and helpful service to Minneapolis teachers and children. It should not be eliminated unless there is no alternative. To lose this program would be a setback to the educational program of Minneapolis.	43
- Re-evaluation necessary but do not discontinue program. If necessary, cut back staff, newsletter, TV, and number of volunteers.	16
- This is a very worthwhile project but should there be a lack of funds, we could operate without this since it is merely enrichment.	9
- We have found CRV to be equally as good as field trips and can be used more often. Also, in field trips one is limited to local buildings and places; whereas the volunteers can take one to any country in the world. Some field trips are ineffective. The volunteers have filled this gap and done a good job.	5
- If necessary to cut CRV I would like to see these people put on film for TV and/or classroom use.	5
- The CRV was a major incentive for my signing with the Minneapolis system. It is one resource suburbs do not have. Volunteers add an extra spark to teaching.	4
- It would be a shame to discontinue this program. It is an aid to the teacher, an enrichment for the children and a way to bring the community and schools together, where the public is interested enough in children to make themselves available with their special skills.	4
- TV is not as stimulating or as effective as personal appearances. Direct contact is important.	4
- Working hard on basics doesn't seem to give time for extra activities. I'm sure they are very fine, but our program seems filled. This is the frosting on the cake and the meat may be gotten by the usual means.	2
- This is a two-way program which not only helps our school program but gives opportunity to many of the volunteers to make a worthwhile contribution. A wonderful liaison between the community and the school.	2
- Very rewarding to teachers and children, of great value.	2

- Make up kits of pictures, materials etc. that could be kept in each school as resource material available when the teacher needs it. Speakers could be on tape.

- The program should not be a substitute for the classroom teacher so volunteers should not be ordered on a weekly basis.

- What do you do when principals feel resource people are only for inner city schools? If teachers do not feel "free" to use CRV or if the principal frowns on these people coming in, it surely curtails the enthusiasm and use.

- Find a philanthropist to support program.. Run an ad in the Star soliciting volunteers and donations.

- CRV volunteers are excellent. They have been so refreshing and "out of the ordinary - run of the mill" type of thing. I marvel at their generosity, they have a desire to help.

- The children in my class received all three of your Afro-American visitors with great enthusiasm. After studying American Negro history and meeting these fine Afro-Americans, it will be difficult for anyone to teach these children prejudice. 1

- Personalities are more valuable than materials. 1

- Programs such as "Stranger's Crown" and "The Princess Whose Face Stopped Clocks" were exceptionally well received by the children. Would like to see more volunteer people in the area of dramatics. 1

- Necessary part of instructional program. Need to use it to more advantage. 1

- It is absolutely tremendous that men and women in our community will share their abilities, training and vast experience - often at the sacrifice of time and money. 1

- This program should rank high among programs offered by the system and should be maintained. 1

- Use of volunteers should be pushed more in outer-ring schools. 1

- Minority group members should be encouraged to visit and contribute to our program. 1

- I have found the CRV program an invaluable asset to teaching. Live animals, plays and speakers have helped to re-enforce the concepts we primary teachers in target area schools are trying to convey. 1

- These volunteers, who are willing to give their time and talents evidence a commitment to something - and they are willing to share this with others. Aren't these the traits we have been trying to instill in our students? What better way to generate enthusiasm, maybe even inspire students, than to expose them to many people who are good examples. 1

- Should be locally financed. 1

- I was under the impression this was volunteer service. If this requires money from our budget I feel the money can be better spent lowering the student teacher ratio. 1

- Public should be made aware that these people are volunteers for our schools, and the least they can do is support this program in whatever ways it needs to be supported. 1

- If this program is eliminated, the students will be deprived of a worthwhile method of making learning to become good citizens real and meaningful. 1

- Careful screening should be done of ethnic presentations to insure a good approach. 1

- Because someone has been someplace this does not mean that one is necessarily an expert. 1

- A strong music program should have priority over this program. 1

- Would like an asterisk to show which volunteers are good for target area schools. 1

- If Minneapolis parents want everything for their children, they will have to pay for it. 1

- Should be available to Junior and Senior High students. 1

- Put TV presentations on 16 mm. film. We often miss good programs because of ailing TV's or a shortage of TV's or sheduling problems. 1

- TV presentations are too short. Should be 20 minutes or ½ hour. 1

- Teachers could contact volunteers directly. 1

SUMMARY OF RESPONSES TO QUESTIONNAIRE CONCERNING

THE COMMUNITY RESOURCE VOLUNTEER PROGRAM
Minneapolis Elementary Schools

Completed by Classroom Teachers
Non-Public Schools

Number of Questionnaires sent 445 Number of Questionnaires returned 165
Percentage returned 37%

1. I have taught for 49 (0-5) 35 (6-10) 82 (more) years.

2. I am in a center city school. 85 (yes) 61 (no)

3. I have minority group children in my classroom. 49 (yes) 102 (no)

4. We have had assemblies presented by volunteers. 54 (yes) 82 (no)

5. I found assemblies to be generally 58 (worthwhile) 2 (a waste of time)

6. I have used community resource volunteers in my room 60 (yes) 89 (no)

7. I have used volunteers about the following number of times:
75 (1-5) 14 (6-10) 11 (over 10)

8. In general, the presentations were 42 (very helpful) 31 (helpful) 2 (useless)

9. In general, volunteers have presented information or experiences children get in no other way. 47 (often) 23 (sometimes) 3 (rarely) 0 (never)

10. These are the strengths of the program as I view it:
(Listed on following pages.)

11. These are the weaknesses I have observed:
(Listed on following pages.)

12. When Federal funds are no longer available to support the office staff and expenses, I believe that the CRV program should be
98 (locally financed) 11 (discontinued)

13. If there should be a severe lack of local funds so that a cutback in expenses is necessary, I believe that the CRV program should be eliminated. 21 yes 68 no

14. Additional Comments:

	Number
- A very worthwhile experience; should be continued at all cost.	8
- When Federal funding has ended, the program should be locally funded with a limited budget and parochial schools should be able to participate at no extra cost for we are taxpayers too.	2
- I have used the T.V. programs usually to great advantage. If this is any indication of the quality and worth of the entire program I am all for it and will try to avail myself of it in the future.	2
- The CRV program is both well received and beneficial to children, teacher, and resource person. Huge success.	1
- Will recommend this program to the Archdioscesan School Board.	1
- It was great and the kids loved it.	1
- No volunteers available in the area of religion.	1
- Presentations are very valuable to the children; they have listed things they have learned which they did not know before.	1
- Volunteers should be used for enrichment as well as culminating a unit.	1
- I did not make better use of the program because of the time element involved.	1
- Perhaps funding would be available from private sources.	1
- The questionnaire is difficult to answer because we haven't had volunteers yet.	1
- If no funds are available, local citizens and businesses should be made aware of the program.	1
- If there is a lack of funds, I would eliminate a lot of the printed material sent out, all T.V. connections and concentrate on keeping the catalogue up to date.	1
- This program widens the scope of the student's world and gives depth to his comprehension of the world.	1

- T.V. programs are informative and worthwhile. 1

- If this program is discontinued, our pupils will lose valuable contributions toward their education. 1

- The CRV program is of great importance to the children; it enriches their education. 1

- Parents should not be asked to finance this program after Federal funding has ended because they are already overburdened. 1

- CRV benefits the teachers as well as the students. 1

- Children enjoy seeing new faces and having new ideas on materials presented. 1

- My class is so stimulated to search for answers to questions never even thought of before. Also volunteers make them community minded. 1

- Well coordinated and excellently managed program. 1

- Program should be continued because of the people involved. Children can learn so much vicariously through multi-media that it is refreshing to learn face-to-face. 1

- Sometimes the time of the program is not scheduled at the time needed for departmentalized classes. 1

- In departmentalized teaching, I would need four volunteers the same day at different periods, or one volunteer for four separate classes.

- At 2:45 first grade children are too tired for a dialogue program. Children love to see other children performing on T.V. 1

Summary of Responses to Questions 6 and 10

STRENGTHS OF PROGRAM

The following results are combined from the views of Consultants, Helping Teachers, Resource Teachers, Principals, Classroom Teachers.

A = Consultants, Resource Teachers, Principals
B = Public School Teachers
C = Parochial School Teachers
D = Total

	A	B	C	D
1. Broadens children's experience and widens their horizons through personal contact with live people. Meaningful first-hand experience. Puts personal touch to book learning. Valuable person-to-person contact with "someone who knows". More convincing from experts and authorities. Schools make use of best resources available this way.	44	218	17	279
2. Brings a varied number of people with many different backgrounds to supply information to the children. Brings experiences, information and skills to the classroom that the teacher does not have. Provides experience and information difficult to obtain or available in no other way.	31	137	35	203
3. Meaningful contact with personalities other than the teacher with a different approach and sometimes a different point of view. Boosts teacher morale when another adult thinks the class is important enough to take his time to go. Class feels this too. Worthwhile to teacher to have volunteers become aware of children's potential interest.	13	135	14	162
4. Supplies to the classroom interesting and authentic artifacts and realia that children may see and touch, that a teacher could never obtain. Children learn better from visual materials (especially poor readers). Provides tactile approach. Relates abstract ideas to real-life situations. Makes available some excellent slides and movies that would not be available otherwise.	14	126	12	152
5. Enriches the curriculum. Gives depth to subject matter and broadens information. Gives views of theories in action. Brings far-away places into the classroom. Experts available at no cost to all grade levels and in large number of subject areas. Information more current than in textbooks. Valuable supplement in all curriculum areas.	22	90	26	138

	A	B	C	D
6. Closer relationship between school and community. Valuable liaison with the community for public relations. Citizens become acquainted with our schools, and become involved and concerned with the learning process and the need for supporting the schools both financially and verbally.	28	86	4	118
7. Enriches children's lives by exposing them to a variety of subjects they might never have an opportunity to see or hear about. Makes school program more exciting and interesting. New approach and ideas. High motivation. Children are enthusiastic and enjoy experience. Volunteers' enthusiasm is contagious. Learning is more realistic and believable for the student.		98	17	115
8. New type of learning experience. Exposure to a different medium. Added dimension. Change of pace. Stimulating. Thought-provoking. Adds variety to teaching - learning methods - a relief from books, routine, films, etc. Fresh approach to discussion. Break in routine. Another tool in problem solving. Opportunity to evaluate material presented by others.	6	94	4	104
9. Opportunity to meet famous people and make new contacts, to exchange views with an authority and ask pertinent questions. They can't question a book, or a film or TV set. Volunteers are very patient during question period. Volunteers don't act rushed. They seem to want to give time to the youngsters. Self-realization as a result of personal contact.	9	44	7	60
10. Inspiration and additional incentive to children and teachers to carry on research. Motivates interest in new subjects. Opens new horizons. Encourages children to put leisure time to worthwhile usage with hobbies, etc. Stimulates further group activity. Follow-up discussions are stimulating because the youngsters are motivated by the volunteers and want to know more. Books mean more after children have actually seen or heard someone.	18	23	10	51
11. Introduces children to fascinating, enthusiastic and skilled people who organize their material around a special interest. Makes children aware of other peoples' interests. Seeing individuals well known in their field is a factor. Children learn to respect various occupations and talents.		45	5	50
12. Some volunteers involve the children. Good caliber of people; excellent personalities. Some are very talented and have a well-prepared, informative presentation that holds children's attention. They like children, are good with them, have excellent rapport, and speak on their own level with children-oriented programs.	9	27	10	46

	A	B	C	D
13. Pupils develop greater regard for minority people when they meet members of these groups in the classroom. Some children might have no other opportunity with minority group members. This provides an opportunity for members of minorities and majorities to interact in a positive way. A good image presented for minorities. Minority students identify with the volunteers. They strengthen self-concepts and raise goals and aspirations. Children have a chance to see and hear successful people of different racial, ethnic, geographic and economic backgrounds. Strengthens human relations for teachers as well as children. Textbooks do not mention minority groups or their contributions; volunteers do.	8	32	4	44
14. An aid to the teacher. She gets new ideas and information. Supplements in areas where teacher feels inadequate. Helps in developing or culminating a unit. Saves teacher time and research. Teacher gets new ideas for new approaches. Motivates teacher. A valuable teaching device.	5	23	9	37
15. Organization, administration, and coordination of program is well planned. Outstanding services available to teachers, well organized and graciously administered. Program is kept current. Convenient. Every effort is made to provide type of volunteer requested. Large variety available. Volunteers are well screened and well qualified. They abide by our requests very well. Newsletter is excellent. Program has been successful because of good communications.	6	20	11	37
16. Chance for older people with worthwhile experiences or adventures to share with young. Builds good relationship between them. Children appreciate older people more. Senior citizens feel needed. Volunteers are friendly, concerned people presenting a good image of adults. Provides an adult model.	1	23	2	26
17. Children learn social amenities; how to treat guests and be polite listeners, respect for other people and their skills and achievements. Brings children's attention to the need for accepting others as they are. Opportunity to send thank-you letters to show appreciation.	2	18	3	23
18. Real learning experience is made possible; a lasting, meaningful experience. A skill can be demonstrated. Children remember these presentations because of involvement. They often get to actually manipulate something (e.g., weaving on a loom).		21	1	22
19. Listening, speaking and viewing experiences. Also good for follow-up experience in letter writing. Valuable experience in planning and evaluating. Challenges students.	1	20		21

		A	B	C	D
20.	Leads to better understanding in so many areas, children better understand our community and people within it - their interests, work and talents. They become aware of opportunities in our own area.	2	12	4	18
21.	Putting them on TV is good. Television presentations serve many and are very informative and worthwhile.	1	4	10	15
22.	Shows the importance of giving service to others. It's good for children to realize that people care enough to volunteer. They respect people who are willing to give their time. Shows that adults other than parents are interested in the schools and children.	5	8	2	15
23.	Rewarding for retarded pupils. Not so difficult to manage as field trips. Especially beneficial for slow readers and slow learners.	6	7		13
24.	Rewarding to volunteers to make contacts, realize children's interests; gives them a feeling of worth.		4	3	7
25.	Saves travel time that would be taken by a field trip. Compensates for lack of field trips.		4	2	6
26.	Exposure to basic philosophy and concepts, to better understanding and insight. Introduces new concepts. Expands them.		6		6
27.	Brings target-area children the benefit of broader experience. Resource volunteer in a center-city school is worth more than many hours of teaching or reading about the same subject. These children need this kind of first-hand knowledge and attention and an example of "interests" that people of all income-areas can share.		9		9
28.	Exposes children to men when they have had all women teachers.	1	3		4
29.	Provides direct contact with industries. Possible vocational interests.		2		2
30.	Sometimes children have to "reach" to understand. The bright children need this.		1		1
31.	Provides individualized help.	1			1
32.	Excellent opportunity to correlate with art, music, etc.	1			1
33.	A person with a special gift, such as skill on an instrument, a person from another land, a blind person help to develop attitudes and appreciation which would be neglected otherwise.			1	1

Summary of Responses to Questions 7 & 11

WEAKNESSES OF PROGRAM

The following results are combined from the views of Consultants, Helping Teachers, Resource Teachers, Principals, Classroom Teachers.

A = Consultants, Resource Teachers, Principals
B = Public School Teachers
C = Parochial School Teachers
D = Total

	A	B	C	D
1. Need to gear presentation to appropriate grade level. Sometimes sessions are too long (especially if there are no visuals). Some volunteers are inflexible and unable to sense restlessness of children. Sometimes vocabulary is too difficult; some talk too fast and are careless of grammar.	16	121	17	154
2. Some are unprepared, or poorly organized, and give poor presentations; some are poor speakers and cannot keep the interest of children or relate to them. Should be more carefully screened. Some stray from topic; content is not clearly defined; some material is irrelevant; too many ideas at one time. Lack of control. Many speakers lecture instead of demonstrating. Presentation should be more child-centered; more involvement of children.	17	64	5	86
3. Capable people are overworked or too limited in availability, and not available when requested to fit particular unit.		32	8	40
4. Using resource guide takes time. Scheduling is difficult, interferes with field trips and building programs. Conflict in schedules. With so little time for teacher preparation, duty free, arranging for anything becomes restricted. Procedure should be simplified. It would help our planning if we could call in and find out if a person is available. Writing requests take too much time. Have to schedule too far ahead. Too long a delay responding to requests.	6	33	1	40
5. People fail to show up, cancel at the last minute, arrive late or early or change dates after once scheduled.	4	22		26
6. Should have CRV workshop to help teachers learn who is available.	4	22		26

	A	B	C	D
7. Not enough resource people for kindergarten, and grades 1 and 2.		17	1	18
8. Some need transportation and it is hard to provide. All transportation should be arranged by volunteer office.	1	17		18
9. More people needed in certain areas. Not enough variety. Emphasis is primarily social studies.	3	6		9
10. Some need more visuals and manipulative articles.	2	6	1	9
11. More communication needed between teacher and volunteer so both can plan better.	1	5	1	7
12. Some volunteers expect more background of information than children have at their grade level. This makes children "freeze up" and withhold responses.		4	1	5
13. If a group is large, volunteers must speak so all can hear or use mikes.		3	2	5
14. Some procedural details get in the way. Central office people should not be making judgments about what subject matter is appropriate for what classroom. Constant publishing of rules is discouraging.	3	2		5
15. Some volunteers want too large a group. This is not good for learning.		4		4
16. Need earlier confirmation from Central office.		3	1	4
17. Bad facilities at our school for such programs (especially assemblies) no extra space.	2	1		3
18. Getting materials for some volunteers is often difficult and time consuming; then sometimes material asked for is not even used.		1	2	3
19. Some volunteers want only small groups which may be inefficient use of talent, although it provides a unique personal approach that may offset this inefficiency.	2	1		3

	A	B	C	D
20. Some volunteers are not prepared for target area children and their limited vocabulary.		3		3
21. Biographical data needed for each volunteer for purposes of identification.		2	1	3
22. In transferring some of the more popular volunteers to TV, they have lost much of their appeal; no active participation when TV is used. TV sometimes not on when scheduled.		2	1	3
23. Overuse or poor use on part of teachers.	3			3
24. Too expensive.	1	1		2
25. Some cannot talk to special classes.		2		2
26. Not enough in the CRV office to handle all our requests.		2		2
27. Some people available only at certain times of the year.		2		2
28. Some not long enough (15-20 minutes is too short).		2		2
29. Children should have more time to examine artifacts and other materials.		1		1
30. Information sheets should tell more about presentations.	1			1
31. Difficulty understanding some foreigners.	1			1
32. Can only have them once. Some need repeated visits.		1		1
33. Audio-visual aids could do as well or better.	1			1
34. Administration accepting this program as a substitute for more resource staff.	1			1
35. When teacher is asked to make arrangements with volunteer or wants to send letters and pictures from class it is difficult to get volunteer's mailing address.			1	1

		A	B	C	D
36.	Some people available to only certain parts of the city.		1		1
37.	Sometimes students have already had a person who is for 6th grade and on a 6th grade subject.		1		1
38.	Danger of teachers accepting what volunteers do as demonstration teaching when it is often an ineffective model of good teaching.	1			1
39.	Some have been critical of the rooms they have been in. I feel they should assume the room teacher has prepared the children for the visit.		1		1
40.	Would like one handbook for each grade level.		1		1
41.	Volunteer should not ask children to raise their hands only if they are sure they know the answer. The ones who often need the opportunity most are those who are not sure.			1	1
42.	Hard to get people for both a.m. and p.m. kindergarten. Sometimes visit was three weeks apart.		1		1
43.	Sometimes we had a substitute instead of the one requested.		1		1
44.	Some material presented as fact is not necessarily so.		1		1
45.	Need more in area of children's literature.			1	1
46.	Newsletter not very beneficial.		1		1
47.	Does nothing that could not be done by adequate number of resource teachers.	1			1
48.	Some volunteers bring little children along who have disturbed class.		1		1
49.	Some have bird pictures that are too old.		1		1

SUMMARY OF RESPONSES TO QUESTIONNAIRE CONCERNING

THE COMMUNITY RESOURCE VOLUNTEER PROGRAM

Minneapolis Elementary Schools

What Do The Children Think of Community Volunteers?

Number of Questionnaires sent: 1800; Public schools: 1500, Private: 300

Number of Questionnaires returned: 235. Percentage returned: 13%

For Teachers to Answer

1. The grade level of this class is $\frac{8}{K}$ $\frac{20}{1}$ $\frac{35}{2}$ $\frac{37}{3}$ $\frac{42}{4}$

   $\frac{38}{5}$ $\frac{40}{6}$ $\frac{7}{Spec.}$ (if a combination, check the grade with largest enrollment)

2. The school is a center-city school. $\frac{72}{yes}$ $\frac{147}{no}$

3. There are minority children in the class. $\frac{121}{yes}$ $\frac{104}{no}$

   $\frac{65}{1-5}$ $\frac{21}{5-10}$ $\frac{38}{over\ 10}$

Children Respond

4. How many children in this room have been in classes where volunteers (explain who volunteers are) have talked? (You may not have had volunteers yet this year, but some children will have been in classes other years where people were used.)

   $\frac{24}{1-10}$ $\frac{63}{11-20}$ $\frac{112}{21-30}$ $\frac{24}{more}$

5. How many like having volunteers? *

   $\frac{24}{1-10}$ $\frac{62}{11-20}$ $\frac{115}{21-30}$ $\frac{19}{more}$

6. How many do not like having them? *

   $\frac{180}{1-10}$ $\frac{3}{11-20}$ $\frac{1}{21-30}$ $\frac{1}{more}$

The following questions were directed to those children who did like having volunteers.

7. I like volunteers to come to school because: (check the appropriate grouping for each)

   $\frac{17}{1-10}$ $\frac{95}{11-20}$ $\frac{93}{21-30}$ $\frac{14}{over}$

   They show and tell interesting things.

* Explanation to #4

In 24 classrooms 1 to 10 children have been exposed to volunteers.
In 63 classrooms 11 to 20 children have been exposed to volunteers.
In 112 classrooms 21 to 30 children have been exposed to volunteers.
In 24 classrooms more than 30 children have been exposed to volunteers.

Note: From here on responses should be interpreted the same as #4.

1-10	11-20	21-30	over	
77	89	42	7	They tell me things I couldn't find in books.
55	93	54	10	I became more interested in what we were studying after the volunteers talked.
124	52	25	6	It made me feel important when they came to our room.
81	83	32	4	I learned about people of a different color.
64	73	56	6	I learned about people from a different country.
42	91	69	8	They made what we were studying easier to understand.
112	49	34	3	I didn't have to do any work when they were here.

The following questions were directed to those children who did not like having volunteers

8. I do not like volunteers to come to school because:

1-10	11-20	21-30	over	
83	2	1		They use words I can't understand.
77	7			They talk too long.
71		1		I can't hear what they say.
63				I already know what they told us.
72	3			They were boring.

For all children.

9. How many children want the office to continue to arrange for volunteers to go to schools?

1-10	11-20	21-30	over
10	48	126	20

10. How many do not want volunteers to talk with them?

1-10	11-20	21-30	more
139	4	6	

SUMMARY OF RESPONSES TO QUESTIONNAIRE CONCERNING

THE COMMUNITY RESOURCE VOLUNTEER PROGRAM
Minneapolis Elementary Schools

Completed by Volunteers

Number of questionnaires sent 600 Number of questionnaires returned 270
Percentage returned 45%

1. I have been a volunteer in this program for 81 less than a year
189 over a year

2. I have been to schools 89 1 - 5 68 6 - 10 114 more than 10 times

3. I participate because (more than one may be checked if desired)

227 I enjoy it.

177 I feel I should contribute as I am able.

199 I believe I have something worthwhile to offer.

Other responses: Number

1. My company feels this is an important program. 4
2. We can give them valuable information. 3
3. Have information the children need in order to understand the policeman. 3
4. I learn something about children, the youth of today. 2
5. Talking about Canada made us review and gain new knowledge. 2
6. I have been asked to. 1
7. I am encouraged by the positive response of teachers and children. 1
8. Because no other resources have been found in the area of nutrition. 1
9. Teachers need opportunity to use different people in the target area schools - a change of face. 1
10. Children know so little about other countries. 1

Number 3, other responses continued

11. Ideal method for the professions to acquaint children with their services. 1

12. I gain something from it. 1

13. Provide information and assistance which the instructor may not be able to provide. 1

14. The lack of knowledge in small craft safety, water safety and first aid regularly leads to loss of life that can be saved by dissemination of this information. 1

15. Schools are shirking their responsibility in the area of Negro heritage and human relations. 1

16. Program has something to offer. 1

17. Many children have no opportunity to meet Negroes or Indians or discuss civil rights. 1

18. I learn by doing and from the children. 1

19. Provides a valuable link between subject and student. 1

20. Adds to my knowledge of various kinds of people. 1

21. Love to meet and watch kids. 1

22. Want to promote conservation and nature study. 1

23. Want to be known and available if the Federal Government ever decides to hire certain resource people on a year round basis, similar to summer school. 1

4. Since I have been a volunteer (more than one may be checked if desired)

158 I feel more involved in the educational program.

131 I understand better the aims and problems of the schools.

56 There is no change in my attitude toward education.

Other responses:

1. Have gained a better understanding of the teachers' problems and respect them all the more. 2

2. As a former teacher, I enjoy being with kids. 2

3. I feel the program is worthwhile. 1

4. More must be done to provide educational explanation. 1

5. My experiences of what elementary schools are like has been added to. 1

Number 4, other responses continued

6. There is a need to better understand the role of the dentist. 1

7. Teacher could do as well, but the change of personality helps. 1

8. Impressed with the correlation between class alertness and teacher. 1

9. I see how little exposure to creative dramatics children have in the schools - how little they know about children's classics. 1

10. Schools are to be commended for the work being done for the special classes of retarded and handicapped students. 1

11. I have thought about becoming a teacher. 1

12. Feel the involvement with individuals; share in the growth of the city and its schools. 1

13. Education without greater emphasis and action on human dignity, in particular black humaneness and dignity, is a wasted effort. 1

14. Classroom needs all the chances of enrichment it can receive. 1

15. More aware of the diverse subjects taught to children. 1

16. Better understand learning - teaching process. 1

17. My contribution is important to the children. 1

5. From the reactions of the classes, I usually feel that my presentation has provided information or experiences the children would not otherwise have had. 256 yes 11 no

6. The acceptance of my presentation on the part of children is generally 238 good 32 satisfactory 1 poor

7. Teachers have generally made me feel comfortable in the classroom. 271 yes 1 no

8. The cooperation of all school personnel has been 263 good 9 fair 0 poor

9. The scheduling and planning by the Community Resource Volunteer Office has been 254 good 15 fair 1 poor

10. I believe the Community Resource Volunteer Program is an asset to the schools. 265 yes . no

11. After Federal funds are no longer available to support the office

staff and expenses, I believe the program should be 41 locally financed

8 discontinued

12. Comments and Suggestions:

1.	Program should be continued.	9
2.	Program benefits adults as well as children.	9
3.	Grateful to be a part of this program.	7
4.	This program contributes things the teacher cannot.	7
5.	Excellent means of augmenting regular curriculum.	7
6.	This program benefits the students.	3
7.	Wish I had more time to volunteer.	3
8.	Is not an essential program, but rather a supplementary one.	3
9.	Program should be expanded.	2
10.	Evaluation should be made by the teacher.	2
11.	Let individual teacher make the arrangements.	2
12.	Liked the cordial attitudes shown the volunteers.	2
13.	Necessary to educate children about our natural resources.	2
14.	Expand into the high schools.	2
15.	Written a song about my experiences.	1
16.	Channels many fields of information to the schools.	1
17.	Should be re-evaluated by teachers and administrators for its financial value.	1
18.	Like to be around kids, learn from them.	1
19.	Awed by intelligence of the kids.	1
20.	Very good advertising for this program.	1
21.	Program is necessary because our children will be future citizens.	1
22.	Necessary part of our pre-college education.	1
23.	Enthusiasm of teachers and students is encouraging.	1

Comments and Suggestions,continued:

24. Shouldn't be discontinued, but shouldn't be financed locally. 1
25. Program should be financed locally. 1
26. Should be financed by a Metro Tax. 1
27. As long as there are volunteers, the program is worthwhile. 1
28. Visual aids benefit the students. 1
29. Learned something about the nature of parochial schools from my visits. 1
30. Program could possibly be financed from contributions. 1
31. Tomorrow's educated person will reflect the experiences of today. 1
32. Necessary to educate the students about the United Nations. 1
33. Impressed by the talented people in the program. 1
34. Children will become better citizens as a result of CRV. 1
35. Opportunity to meet new people. 1
36. Children are appreciative. 1
37. Brings children closer to natural learning. 1

Helpful Hints

1. Volunteers should be better prepared. 2
2. Paid personnel of this program should carry out their duties with a greater efficiency. 2
3. Students need a better appreciation of music skills. 1
4. Should visit all schools once a year with a play. 1
5. The volunteer does not see a sense of growth in the students because of only one visit to each school. 1
6. Would be helpful to coordinate several speakers on a topic into a package presentation. 1
7. Try to implement students in the presentations. 1
8. Not enough contact with minority-dominated classes. 1
9. Travel expenses should be provided. 1
10. Should be closer cooperation between students and the business world. 1

Helpful Hints, continued:

11. Map of school locations and addresses should be sent to volunteers. 1

12. Letters from students would help volunteers have better presentations. 1

13. There is a greater need for emphasis on the fine arts, especially creative dramatics. 1

14. Would like to see home economists, not currently employed, as volunteers. 1

Completed by Volunteer Drivers

Number of Questionnaires sent 26 Number of Questionnaires returned 7
Percentage returned: 27%

1. I have been a volunteer driver for 2 less than a year 5 over a year

2. When driving volunteers to schools, I usually go in with them and watch their presentations. 6 yes 1 no

3. In general the presentations I have seen appear to be: 6 very good

0 good 0 useless 1 no comment

4. From my experience I believe the Community Resource Volunteer Program is valuable to the schools. 7 yes 0 no

5. When Federal funds are no longer available to support the office staff and expenses, I believe the program should be 6 locally financed

0 discontinued 1 no comment

6. Please use the rest of this page for additional comments.

	Number
- Doing a good job, continue program.	1
- Enriches children's education.	1
- Children are enthusiastic about material presented.	1
- There should be a visiting teacher in every classroom each day.	1
- Expand program.	1

PART IV - STAFFING AND FINANCING

INITIATING THE PROGRAM

During the first four months, the person investigating program possibilities was removed from a classroom and assigned to the Elementary Curriculum Department as a resource teacher. Seventy-five percent of her time was devoted to the Community Resource Volunteer Program and twenty-five percent to other assignments from one of the Elementary Curriculum Consultants. Clerical assistance was provided by clerks in the Elementary Curriculum Department and items such as desk, typewriter, postage, and supplies came from that department's budget.

The following year, a half-time typist from the high school student work program was provided and the program continued under the auspices of the Elementary Curriculum Department.* At that time it became evident that the program had great potential and additional staffing was essential. Since increased local funding was not available, it was decided to prepare and submit a proposal for Title III Federal funding for innovative programs.

The Title III proposal was accepted in Washington, and on the promise of funding, the resource teacher was assigned to continue working under the the Elementary Curriculum Department until January 15, 1967 when Federal funding began.

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*During the second summer of the program's existence, a Neighborhood Youth Corps worker, financed by Title I funds, was supplied and this assistance has continued. She works ten hours a week during the school year and twenty-five during the summer. The girl in the CRV office at this writing started working for the department when she was a high school freshman. She is now a senior. During these years she has become almost indispensable and will be employed as a summer staff member after her high school graduation.

UTILIZING TITLE III FUNDS

Starting with the first year of Federal funding, the program designer was named Project Director and the program removed from the Elementary Curriculum Department. A close working relationship with the Department still continues, however, since any program designed to enrich curriculum must be allied closely to curriculum innovations and changes. Two Resource Teachers were added to the staff to assist with recruiting, evaluating, and scheduling volunteers. Two full-time Clerks were also added and necessary equipment purchased for the office. In addition, the services of a Neighborhood Youth Corps worker were obtained. The budget for the first year of funding was $62,000. A summary of budget allocation follows.

Since Title III projects are funded for no more than three years, it was the intention of Washington officials that budget requests be reduced during succeeding years to make local funding more likely when the three-year period ended. As the CRV Program expanded to include television broadcasts by volunteers, however, budget needs also expanded and the approved funding for the second year was $77,573. A summary of the budget allocation for the second year is also provided with this report. In June of 1968, it was decided that the scheduling being handled by one of the resource teachers could be done adequately by a well-qualified clerk with curriculum experience, telephone experience, and tact, thereby reducing salary costs. One resource teacher leaving the program at that time was replaced by an Educational Resource Clerk who has continued to be in charge of the scheduling of volunteers in response to teacher requests.

The salaried staff continued, then, for the duration of Federal funding, to consist of two certificated persons (the Director and a Resource Teacher), an Educational Resource Clerk, two Clerk-typists and a Neighborhood Youth Corps worker whose salary was paid by Title I funds and who worked ten hours a week during the school year and twenty-five hours a week in the summer. The budget for the third year was $89,850 and that summary also follows.

REVISED BUDGET SUMMARY - First Year
For Title III P.L. 89-10 Funds
(one summary for each proposed grant period)

Exhibit I-A

Name and address of applicant Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Mn. 55413

Grant period would begin 1-15-67 and end 1-14-68

Expenditure Accounts	Account No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip.	Other Expenses	TOTAL
		Pro-fessional	Nonpro-fessional						
1 Administration	100	30,835	9,360		1,504.50	500			42,199.50
2 Instruction	200				10,320.40	600			11,920.40
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Serv	500								
6 Operation of Plant	600							108.50	108.50
7 Maintenance of Plant	700								
8 Fixed Charges	800							Fringe 5,304.60	5,304.60
9 Food Services	900								
10 Student-Body Act.	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay(Equip)	1230						3,467		3,467
14 TOTAL		30,835	9,360		11,824.90	1,100	3,467	5,413.10	62,000

REVISED REQUEST FOR CONTINUATION GRANT

Exhibit I-A

PROPOSED BUDGET SUMMARY
For Title III P.L. 89-10 Funds
(One summary for each proposed grant period)

Name and address of applicant Special School District #1, 807 N.E. Broadway, Minneapolis, Minnesota 55413

Grant period would begin January 15, 1968 and end January 14, 1969

Expenditure Accounts	Account No.	Salaries		Contracted Services	Material & Supplies	Travel	Equip.	Other Expenses	TOTAL
		Pro-fessional	Nonpro-fessional						
Administration	100	15,765			1,345.00	400			17,510
Instruction	200	32,500	8,640		10,506.80	578.18		4,936.80	57,161.78
Attendance	300								
Health Service	400								
Pupil Trans. Serv.	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges	800			391.25				Fringe 6,833.60	7,224.85
Food Services	900								
Student-Body Act.	1000								
Community Services	1100								
Remodeling	1200								
Capital Outlay(Equip)	1230						613		613.00
TOTAL		48,265	8,640	391.25	11,851.80	978.18	613	11,770.40	77,572.83

REVISED REQUEST FOR CONTINUATION GRANT

Exhibit I-A

PROPOSED BUDGET SUMMARY
For Title III P.L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Special School District #1, 807 N.E. Broadway, Minneapolis, Minnesota 55413

Grant period would begin January 15, 1969 and end January 14, 1970

Expenditure Accounts	Account No.	Salaries Pro-fessional	Salaries Nonpro-fessional	Contracted Services	Materials & Supplies	Travel	Equip.	Other Expenses	TOTAL
1 Administration	100	18,683.85			2,000				20,683.85
2 Instruction	200	23,807.00	17,666.55	10,540.00	5,041.80	1,836.00			58,891.35
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation	500								
6 Operation of Plant	600							540.00	540.00
7 Maintenance of Plant	700								
8 Fixed Charges	800							Fringe 6,590.29	6,590.29
9 Food Services	900								
10 Student-Body Act.	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay(Equip)	1230						3,140		3,140.00
14 TOTAL		42,490.85	17,666.55	10,540.00	7,041.80	1,836.00	3,140	7,130.29	89,845.49

CONTINUING WITH LOCAL FUNDS

When Federal financing ended, in January of 1970, the Minneapolis School Board included the CRV Department as part of the regular school program, but the budget has since been reduced to $35,000. The CRV Director was retained, but the Resource Teacher position was discontinued, leaving one certificated person in the department. The Educational Resource Clerk and one Clerk-Typist were included in the budget, but one Clerk-Typist was to leave. However, parochial schools, having participated in the program during Federal funding, wished to continue receiving service from the CRV office. So that they might continue to be part of the program, they have been paying a percentage of costs equivalent to their percentage of program use. Part of these funds, then, pay the salary of the second Clerk-Typist who was, therefore, retained. Recently one of our Clerk-Typists has been promoted to Clerk-Stenographer since it is necessary to have someone to take dictation in addition to utilizing the dictaphones purchased earlier. The services of the Neighborhood Youth Corps worker have also been retained. We were fortunate in securing an unusually competent freshman who has been with us long enough to have become thoroughly informed and who is an important part of our office staff. In addition, we have been included in the Urban Corps Intern Program since June of 1970 and have had three Interns assigned to our office for short periods during that time. Most of the Intern's salary is paid through

the college he attends, from Federal funds, and the remainder from our CRV budget. During the summer of 1971 the CRV Department paid 20% of the Intern's salary for twelve forty-hour weeks and $210 to the Urban Corps for administrative costs.

It would not be possible to continue the program at its present level within the $35,000 budget were it not for volunteers who serve without pay in the office. One volunteer typist works three days a week (six hours a day) for the entire year; one works one six-hour day a week during the school year; and one works about eight hours every other week. In addition, there are eight volunteer phoners who help with scheduling. Two retired teachers work one day every week, and one volunteer whose classroom visits are restricted to October ("Halloween Make-up for Safety") schedules a half-day every week during the rest of the school year. Two other phoners contribute a day a week during the school year. The typist who types one day every other week is a volunteer phoner on alternating weeks. She also serves as assistant editor of the CRV Newsletter and as proofreader for letters, information sheets, and other items, and writes weekly articles to accompany photographs of volunteers in classrooms published in two of the city's weekly newspapers.

It is not possible for the director to plan, organize, and supervise needed training programs, plus refresher programs held after the trainees have had some experience, and still continue the necessary tasks of administering the entire CRV Program, recruiting and evaluating new volunteers, arranging needed planning and scheduling television and radio taping and broadcasting, reviewing visual materials, teacher evaluations, tabulating question-

naire responses, and handling the vast amount of correspondence necessary. It has been hoped that the Resource Teacher position would be reinstated, but the total school budget is more likely to decrease than increase so volunteer help must be found to help in these areas also. This past year three qualified persons have been assisting with evaluating new volunteers and preparing their information sheets for the CRV Guidebooks. One is a retired elementary principal, one a retired teacher, and the third a teacher who resigned to raise a family. More assistance is needed in this area and attempts will be made to recruit and train additional certificated volunteers to help in this way.

It is essential that the evaluators be certificated and that they know curriculum. Classroom teaching experience is necessary if they are to be aware of the possibilities inherent in volunteer presentations and be able to assist where needed in the preparation of outlines and the organization of material sometimes essential in making a presentation acceptable. It also takes teaching experience and knowledge of local curriculum to determine for which units and at which grade level a given presentation can provide enrichment.

The volunteers who do the scheduling must also be selected carefully. It is important that these people not only be able to do the mechanical part of the job, but that they be interested in the volunteers as individuals and be willing listeners when a volunteer wants to talk about a coming family wedding, vacation trip, illness, etc. There is a true sense of "belonging" on the part of many volunteers who now feel that they are an important

part of the school program, and after working with personnel in the CRV office for several years a true feeling of friendship has developed. The loyalty most of the volunteers feel is important to the success of the program.

These last comments are made to discourage the development of a program such as this by well meaning non-school personnel who do not have the necessary experience and background to administer the program. There are many places for these people to assist, but the main administration must be in the hands of a qualified, certificated person.

SUMMARY

This program was designed originally to provide enrichment for elementary school boys and girls. In addition it has been found to have great potential for public relations and has served to provide new staunch supporters for the school system. A large number of volunteers tell us that their lives are richer and more meaningful now that they have a contribution to make, and several people have returned to college as a result of their CRV experiences and are now certificated teachers.

Throughout the country there are thousands of capable citizens sitting at home with time on their hands who could and should be utilized to improve the education of boys and girls in the schools. A Community Resource Volunteer Program should be established and maintained in every school system. The schools and the community both reap dividends from such a joint venture.

If additional information is desired, contact Miss Betty Jane Reed, CRV Director, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Minnesota 55413. (Phone 612-348-6152.)